CONCLUSION

The longitudinal study reported in this thesis provides an indepth account of how a group of early childhood student teachers constructed and reflected on their professional understanding as they progressed through their preservice program. As such, it contributes to our understanding of early childhood student teachers' experiences of learning to teach and their reflection on these experiences as part of their professional development. The study has a number of strengths.

First, it responds to McWilliam's (1993b) call for research that represents "the voices of students as rich and complex" (p.127). As McWilliam argues, and the current study illustrates, only research undertaken with and for student teachers can overcome the "taken-for-granted wisdom" and perceptions of student teachers' needs commonly "embedded in teacher education folklore" (p.130). The profiles of the participants in the present study highlight the diversity of those needs and the inappropriateness of viewing student teachers as an homogenous group.

Second, the study illustrates the complexity of student teachers' professional development and the dangers of oversimplifying or overgeneralising the process of learning to teach. In particular, it draws attention to the emotional intensity of student teachers' experiences and the need for teacher educators to acknowledge this intensity. The study suggests how teacher educators might establish an environment that encourages exploration and risk taking, rather than the adoption of survival strategies which inhibit the development of reflection. It also suggests how teacher educators might assist student teachers make the epistemological transition from received to constructed knowing and encourage those who see teaching as a technical process of transferring knowledge to become more aware of its inherent complexities and ambiguities. In these ways, student teachers' capacity to take greater responsibility for their ongoing professional development might be enhanced.

Third, the study highlights the complex and multidimensional nature of reflection. By moving beyond the confines characterising much of current literature into reflection, it illustrates how expanding conceptual and methodological horizons and exploring the potential contribution of a holistic paradigm can enhance traditional Western understandings of reflection. In
particular, it demonstrates how conceptualising reflection as a search for meaning can encompass holistic processes overlooked by much of the current literature. By drawing on a diverse range of literature, including ideas associated with Eastern ways of knowing, this study shows how processes such as emotion, imagination and intuition were integral to the reflection of many of the participants in the present study.

Fourth, the study illuminates the centrality to reflection of processes associated with establishing connections. As such, it highlights the desirability of locating further research into reflection within the emerging holistic paradigm because of its emphasis on connections. This study illustrates the potential of holistic data collection and interpretation strategies while reinforcing the need for further investigation of how the methodological lag between the emergence of the paradigm and the development of appropriate strategies for investigation within this paradigm might be overcome.

Fifth, in heeding the calls of LaBoskey (1994) and many other researchers for a study of greater duration than previous investigations into reflection, the current study provides insight into student teacher reflection throughout their preservice program. Moreover, it illustrates the need for care in projections based on limited data collected at a particular point in time and cautions against overly optimistic assumptions about the development of student teacher reflection. It demonstrates, however, that at least some student teachers can become more reflective in an environment conducive to reflection.

Sixth, the study identifies some of the key factors that were instrumental in promoting or impeding the reflection of student teachers enrolled in this particular preservice program. Consistent development in reflection required at least several of the following conditions, namely: a commitment to teaching and to reflection, an epistemological perspective of constructed knowing and a perception of a supportive learning environment. The study provides sufficient information about the participants and the program to assist readers to decide whether these factors might also be instrumental in other contexts.

Finally, the depth of insights concerning the complexity of teaching exhibited by the student teachers who showed consistent development in their
reflection compared to the relatively limited understanding demonstrated by those participants who showed little development in their reflection suggests that reflection is indeed important to professional development. The study indicates, therefore, that further research into the nature of the contribution of reflection to professional development is warranted. Investigations focusing on the continuity of reflective capacity from preservice programs to the early years of teaching and the impact of reflection on teaching would appear especially valuable.
BIBLIOGRAPHY


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APPENDIX 1

Overview Of The Bachelor Of Teaching / Bachelor Of Education (Early Childhood) Program

The following diagram indicates the four professional and one liberal study stands of the three and four year preservice program. The first three years are common to both programs. In Semesters 1 to 4 student teachers enrol in a Guided Practice unit. There is no Guided Practice unit in Semester 5. Instead, two Guided Practice units (Guided Practice 5 and Integrated Studies) are undertaken in Semester 6. The shaded areas refer to units from which student teachers with a prior TAFE or teaching qualification are exempt. No participant in the current study belonged in either of these categories.

Source: Macquarie University, excerpt from internal memo
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Note: The table represents the structure of a program in early childhood education, with shaded units indicating those that are exempt. Each semester includes a combination of credit points and courses that focus on various aspects of child development, from early to middle to late childhood, as well as social policy and education in different contexts.
APPENDIX 2

Overview Of Guided Practice Units

Please note that for administrative reasons, the final Guided Practice unit is known as Integrated Studies rather than Guided Practice 6.

Source: Macquarie University (1996) pp. 1-7
Introducing Guided Practice in Early Childhood Settings

The Guided Practice units combine theory and practice in an innovative approach to early childhood learning and teaching. The practical work is referred to as the Guided Experience component and takes place in family day care homes, child care centres, preschools and K-2 settings. Guided Experience is an integrated aspect of each Guided Practice unit and is complemented by seminars, tutorials and related instruction in university classes. These classes are designed to guide the students’ learning through their practical experiences in early childhood settings.

The philosophy of the Guided Practice units is based on the belief that individuals construct their understanding of the world by making sense of their own actions, rather than by imitating the actions of others. This constructivist approach emphasises the need for learners to transform and organise their new learning by reflecting on their experiences.

Learning to teach is a complex and challenging process for student teachers and they learn best in situations where they have the opportunity for guided reflection on their experiences. Guided Practice units foster the development of reflective practitioners by providing a sequence of practical and theoretical experiences to enable student teachers to become thoughtful professionals. Student teachers are encouraged to learn from their experiences through careful consideration and analysis as they work with children and adults in early childhood settings. As there are many ways to be an effective teacher, students should be encouraged to develop their personal styles in a supportive environment provided by the cooperating teacher.
ECHP 111/ECGP 101 Early Childhood Guided Practice 1

What are the most important features of Guided Practice 1?
Guided Practice 1 provides the introduction to the philosophy of reflective teaching and learning. The unit is an important foundation for the sequence of Guided Practice units and it has been designed around the concept of communication and human relationships as basic to the professional and personal lives of early childhood educators.

There are four main areas of study:
1. understanding myself as a learner
2. the development of listening skills
3. personal communication styles
4. developing and maintaining relationships

Students begin by looking at themselves as learners and deciding how they can improve their learning processes. Linked to this topic, the unit also introduces stress management and time management strategies. Within this focus on self-as-learner, students develop their reflective skills.

The second area of study is linked to the development of listening skills and students are encouraged to become involved in open and effective communication by analysing good and poor listening habits. They observe and practice active listening with children and adults.

The third area deals with personal communication styles through the exploration of issues associated with self-esteem, verbal and non-verbal communication and the development of assertive skills. Students observe and practice these skills to understand how communication styles influence their interaction with children and adults in their personal and professional lives.

The final area of study focuses on the positive development and maintenance of worthwhile relationships. Students learn to handle their emotions and use conflict resolution techniques to improve their interpersonal communication skills.

How is the Guided Experience component linked to Guided Practice 1?
Internal students are placed in an early childhood setting for a series of five observation days to complete specific tasks related to communication skills. External students may use their own early childhood settings for these observations including long day care centres, preschools, K-2 settings or occasional care centres.

Students are not expected to plan specific teaching experiences, although they will need to practise communication skills linked to their study at university. For example, students will practise using "I" messages or active listening with children. They will also analyse the children's learning styles and observe the kinds of interactions that are taking place.

What role does the cooperating teacher have in Guided Experience 1?
In these placements, the cooperating teacher acts as an adviser and communicator talking with the students about the tasks they have to complete, and answering questions about themselves, the children and the centre or the school. The cooperating teacher is not expected to evaluate the students' teaching skills or their written work. Although there are no visits from the university advising staff for Guided Experience 1, concerns about individual student teachers should be raised with the Guided Experience 1 Coordinator.
What are the most important features of Guided Practice 2?
Guided Practice 2 encourages students to begin to develop the skills of early childhood educators. The unit introduces students to the observation techniques and planning strategies necessary for working with young children. Each student works with children under five years of age.

There are four main areas of study:
1. an understanding of the role of the teacher, the children and their families in early childhood education,
2. the development of observation skills associated with the learning and teaching of young children,
3. an understanding of physical, cognitive, creative, social, emotional and language learning in early childhood,
4. an understanding of appropriate teaching strategies for early childhood education, and the development of skills to plan and evaluate single learning experiences.

How is the Guided Experience component linked to Guided Practice 2?
Students complete two observation days and two weeks of teaching practice. The teaching block is used to focus on the planning and evaluation of appropriate learning experiences based on the observation of individual children.

External students complete observation sessions equivalent to two whole days that may be completed at a time mutually convenient to them and the child care centre or family day care home. Students who work in an early childhood setting with children under five years of age in metropolitan Sydney may apply to use their workplace as a Guided Experience placement.

What role does the family day carer have in Guided Experience 2?
In these placements, the family day carer acts as an adviser and communicator talking with the students and answering questions about the children. The family day carer is not expected to evaluate the students' teaching skills or their written work. Although there are no visits from the university advising staff for Guided Experience 2, concerns about individual student teachers should be raised with the Guided Experience 2 Coordinator.

What role does the early childhood teacher have in Guided Experience 2?
This depends on the unit in which the student is enrolled. If it is ECHP 112, the early childhood teacher acts as an adviser and communicator talking with the student and answering questions about the children, but is not expected to evaluate the student's teaching skills or written work. Although there are no visits from the university advising staff for ECHP 112, concerns about individual student teachers should be raised with the Guided Experience 2 Coordinator. If the student is enrolled in ECGP 102, however, the early childhood teacher has a significant role through the evaluation of the student's written records and interactions with children and adults. University advisers will make at least one evaluation visit to each student enrolled in ECGP 102.
What are the most important features of Guided Practice 3?
Guided Practice 3 gives the students the opportunity to identify their beliefs, values and attitudes, and to think about themselves as teachers. Students ask what will be important to themselves as teachers, what kind of environment they would like to establish and how they could encourage a positive learning atmosphere through their interactions with children and adults.

Students begin the unit by looking at themselves as teachers and then they move onto studying the factors related to planning effective learning environments. They examine issues associated with physical environments and social environments and they identify how to help children make the transition between environments - perhaps from home to day care, or from preschool to primary school. Students also consider children who might be coming from different kinds of home environments who have to fit into a different cultural environment.

How is the Guided Experience component linked to Guided Practice 3?
Students are placed in a single setting for the semester on the basis of their choice of the age range of children. Students may select to work with children under three in day care centres, or three to five year olds in either preschool or day care centres, or with five to eight year olds in a K-2 setting. Internal students attend observation days once a week for three weeks, then complete a two-week teaching block.

External students must complete the equivalent of three observation days before the start of the block, at a time mutually convenient to themselves and the centre/school.

During the observation days associated with Guided Practice 3, internal and external students have a number of tasks to complete and use for reflection. Internal students are expected to make a significant contribution to tutorial sessions at university as there is a strong link between the observation days and course work. In any single tutorial group there are students working with children of different ages. The mixed age groups and different settings mean that students can compare their experiences, and develop their understanding about the similarities and differences across early childhood settings.

What role does the cooperating teacher have in Guided Experience 3?
During the observation visits, the cooperating teacher acts as adviser and communicator by talking with the students about the tasks they have to complete, and answering questions about themselves, the centre and the children.

During the two week teaching block, student teachers refine and consolidate their teaching skills. The cooperating teacher has a significant role as adviser, observer and evaluator through the evaluation of the student teacher's record keeping systems, teaching abilities and interactions with children and adults. University advisers will make at least one visit to students enrolled in Guided Practice 3.
What are the most important features of Guided Practice 4?
Guided Practice 4 extends the students' thinking to the reality of managing a large group or more than one group of children in an early childhood environment. The unit develops and builds on the students' planning skills and there is an emphasis on whole group recording and planning strategies and whole group behaviour management. During the semester, students develop their understanding of appropriate early childhood environments by examining a range of organisational strategies for individualised learning. In the final week of the teaching block students are expected to take responsibility for planning consecutive half day periods.

There are three broad areas of content covered in the unit:
1. observation and planning for learning,
2. managing children's behaviour,
3. organising the learning environment.

Students consider different approaches for observing and planning for a whole group of children. They experiment with focus child systems and whole group planning formats as they learn the organisational skills needed to manage an early childhood learning environment. They learn strategies for managing the behaviour of children and gather resources for transition activities.

After their block teaching period, the students study organisational approaches by looking at a range of options to enable children's learning to be individualised. The students are introduced to different forms of grouping and they analyse the advantages and disadvantages of various grouping strategies.

How is the Guided Experience component linked to Guided Practice 4?
Students will be placed in a single setting for the semester based on their choice of the age range of children. Students may select to work with children under three years of age in day care centres, or with three to five year olds in either preschool or day care centres, or with five to eight year olds in a K-2 setting. Students have the opportunity to stay at the setting they experienced in Guided Practice 3, although external students may not nominate placement in their own workplace.

Internal students attend their placement for observation days once a week for four weeks, then complete a three-week teaching block. External students must complete the equivalent of two observation days before the start of the block teaching practice, at a time mutually convenient to themselves and the school/centre.

What role does the cooperating teacher have in Guided Experience 4?
During the observation visits, the cooperating teacher acts as an adviser and communicator by talking with the students about the tasks they have to complete, and answering questions about themselves, the centre and the children.

During the three week teaching block, the cooperating teacher has a significant role as adviser, observer and evaluator through the evaluation of the student teacher's record keeping systems, teaching abilities and interactions with children and adults. A university adviser will make at least one visit to students enrolled in Guided Practice 4.
What are the most important features of Guided Practice 5?
Guided Practice 5 incorporates both theory and practice by combining university based study with practical experience. The practical experience component is based on the expectation that the student teacher will operate at a level reasonably expected of someone who is soon to graduate, while the course work concentrates on examining the teacher's role in curriculum decision making.

Guided Practice 5 has been designed with the understanding that teaching is characterised by uncertainty, inconsistency and ambiguity. It is based on the belief that student teachers should be able to face these characteristics in classrooms and playrooms, and develop their own strategies for dealing with them. Student teachers should have the opportunity to develop their own style of teaching by acting as decision makers who thoughtfully analyse and justify their decisions.

Students begin the unit by examining issues related to curriculum planning in early childhood settings. Their work focuses on essential skills for curriculum decision making and includes experimentation with appropriate record keeping systems including focus child systems and programming formats.

After the block period of teaching, the students extend their knowledge of the factors influencing curriculum change. The anti-bias curriculum is used as a case study of change in early childhood education.

How is the Guided Experience component linked to Guided Practice 5?
Internal students attend classes in an intensive mode during the first three weeks of semester in preparation for Guided Experience. During Guided Experience, internal students attend their placement four days a week for five weeks. On the Friday of each week students attend lectures and tutorials on campus. The first three days of the block period are observation days and then students complete seventeen days of increasing levels of student teaching. The week following the Guided Experience placement is another intensive week of study at university.

External students attend compulsory on-campus sessions, complete reading and set tasks, and reflect on their development as a teacher during the time they are not involved in the practicum. During Guided Experience, external students attend their placement five days a week for four weeks. Students who are working in an early childhood setting in metropolitan Sydney may apply to use their workplace as a Guided Experience placement.

What role does the cooperating teacher have in Guided Experience 5?
The cooperating teacher has crucial roles as adviser, observer, counsellor, instructor and evaluator. The student teacher will be attending the centre or school for twenty days and during this time the cooperating teacher will have the opportunity to evaluate the student teacher's record keeping systems, teaching competence and interactions with children and adults. A university adviser will make at least two visits to the student during the block teaching placement.
What are the most important features of Integrated Studies?
Integrated Studies is designed to assist student teachers develop into reflective practitioners able to be thoughtful and constructive about the complex challenges of working in early childhood settings. Students are encouraged to draw together their knowledge from their previous study and apply their understanding to issues surrounding early childhood education. The highest professional standards are expected of students enrolled in this unit, as Integrated Studies is the final teaching experience for students either completing the Bachelor of Teaching or continuing into the Bachelor of Education program.

What are the main areas of study?
Students begin by extending their exploration of issues related to teaching and learning in early childhood settings. Current research is used to focus attention on a range of beliefs and practices associated with working with children and adults.

During the block period of teaching, the students extend their knowledge of curriculum decision making and strengthen their professional teaching practices.

How is the Guided Experience component linked to Integrated Studies?
Internal students attend classes in an intensive mode during the first three weeks of semester. The final four weeks of semester are used for the Guided Experience component of Integrated Studies. During this time, student teachers will attend their placement five days a week. The first three days of the block period are observation days and then students complete seventeen days of increasing levels of student teaching.

External students attend compulsory on-campus sessions, complete reading and set tasks, and reflect on their development as a teacher during the time they are not involved in the practicum. During Guided Experience, external students attend their placement five days a week for four weeks. External students living in a country area may apply for a placement close to home.

What role does the cooperating teaching have in Integrated Studies?
The cooperating teacher has a crucial role in Integrated Studies as an adviser, observer, counsellor, instructor and evaluator. The student teacher will be attending the centre or school for twenty days and during this time the cooperating teacher will have the opportunity to evaluate the student teacher's record keeping systems, teaching ability and interactions with children and adults. University advisers will make at least one visit to the student during the block teaching placement.
APPENDIX 3

Studies Of Student Teacher Reflection Identified By Literature Search

Baird, 1991
Bolin, 1988; 1990
Brooker & O'Donoghue, 1992
Calderhead, 1987
Chen, 1993
Clandinin, Davies, Hogan & Kennard, 1993
Clarke, 1994; 1995
Cullen, 1991
Ellwein, Grave & Comfort, 1990
Francis, 1995
Gore & Zeichner, 1991
Griffiths & Tann, 1992
Guillaume & Rudney, 1993; Rudney & Guillaume, 1990
Harrington & Hathaway, 1994
Harrington, Quinnleering & Hodson, 1996
Hatton & Smith, 1995; Smith, 1997
Hillkirk & Dupois, 1989
Hoover, 1994
Korthagen & Wubbels, 1995; Wubbels & Korthagen, 1990
Kwan, 1996
LaBoskey, 1994
Loughran, 1996
MacKinnon, 1987
Mayer & Goldsberry, 1993
McLaughlin & Hanifin, 1995
McMahon, 1997
Morine-Dershimer, 1989
Perry, 1995
Pultorak, 1993; 1996
Richert, 1992
Ross, 1989
Rovegno, 1992
Sparks-Langer, Simmons, Pasch, Colton & Starko, 1990
Surbeck, Han & Moyer, 1991
Sumsion, 1995
Tama & Peterson, 1991
Tann, 1993
Trumbull & Slack, 1991
Tsang & Wong, 1995
Tsangaridou & O'Sullivan, 1994
Ullrich, 1992
Wade, 1996
Wenzlaff, 1994
Yonemura, 1991
Zulich, Bean & Herrick, 1992
APPENDIX 4

Invitation, Profile And Information And Consent Forms

Invitation To Participate In A Research Project

Would you like to join me in a fascinating and rewarding research project? The project will focus on aspects of your professional development as early childhood educators and will continue for the next three years.

I am looking for twelve student teachers currently in their first year at The Institute of Early Childhood to take part in the project. These student teachers will meet with me twice each semester to share issues of interest and concern. In addition, we would correspond regularly via a journal which each student involved in the project would maintain. I would also like to visit you in your final three practicum placements.

If you would like to participate in the project and if you would be willing to work in partnership with me while you are enrolled in Guided Practice units at the Institute, I would love to hear from you.

I see myself offering a "sounding board" for ideas as well as a "sympathetic ear" when needed. Sometimes simply having someone to talk to can be invaluable!

I would like to work with students from a range of backgrounds. For this reason, I would appreciate it if you would return the "profile" attached to this invitation to the Student Services Office by Monday March 22 if you are interested in taking part in this research.

If you would like more information about the project please call in and see me in Cottage 28.

Jennifer Sumssion
17/3/93
Profile

Name: ___________________________ Telephone: ____________
(first name & first initial of family name)

Age: ___________________ Suburb/Town: ________________________

Are you a 1992 school-leaver? yes □ no □

When did you leave school? □

Briefly describe work/study undertaken since leaving school.

__________________________________________________________________

Why are you interested in being involved in this research project?

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________
Information and Consent Form

Name of Project: Reflection In Early Childhood Student Teachers

You are invited to participate in a study which aims to investigate aspects of the professional development of early childhood student teachers during their enrolment in the Institute of Early Childhood's Guided Practice Units. The purpose of the study is to understand how early childhood student perceive and reflect on the process of becoming a teacher. The study will assist in the ongoing evaluation and modification of the Guided Practice units so that they better meet students' needs. It is being conducted by Jennifer Sumson from the Institute of Early Childhood, (X5B, Room 268, tel: 9850-9864).

If you decide to participate, you will be asked to meet with Jennifer approximately twice each semester to discuss issues of interest and concern to you about your professional development. Some of these discussions will take in small groups and others on a 1:1 basis. They will be approximately 30 minutes in duration, and will be audio-taped and transcribed. You will also be asked to agree to Jennifer visiting you during your teaching blocks for your final three practicums, and to provide her with a copy of the reflective writing which you undertake during your practicums. There will be no payment of money for your involvement.

Any information or personal details gathered as part of the project are confidential. No individual will be identified in any publication of the results. Jennifer and her supervisor, Associate Professor David Smith from the University of Sydney, will be the only people to have access to the data.

If you decide to participate, you are free to withdraw your consent and to discontinue participation at any time without having to give a reason and without penalty.

I, ........................................................., have read and understand the information above and any questions I have asked have been answered to my satisfaction. I agree to participate in this research, knowing that I can withdraw at any time. I have been given a copy of this form to keep.

Participant's Name:  
(block letters)

Participant's Signature: ________________________________ Date: ________________________________

Investigator's Name:  
(block letters)

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<td>GP5</td>
<td></td>
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<tr>
<td>Kasey</td>
<td>GP1</td>
<td>GP2</td>
<td>GP3</td>
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<td>GP3</td>
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<tr>
<td>Kathleen</td>
<td>GP1</td>
<td>GP2</td>
<td>GP3</td>
<td>GP4</td>
<td>R&amp;V*</td>
<td>GP5</td>
<td></td>
<td>GP5</td>
</tr>
<tr>
<td>Kel</td>
<td>GP1</td>
<td>GP2</td>
<td>GP3</td>
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<tr>
<td>Kristy</td>
<td>GP2</td>
<td>GP3</td>
<td>GP4</td>
<td>R&amp;V*</td>
<td>GP5</td>
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<tr>
<td>Marcelle</td>
<td></td>
<td>GP3</td>
<td>GP4</td>
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<tr>
<td>Marina</td>
<td>GP2</td>
<td>GP3</td>
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<td>GP4</td>
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<tr>
<td>Nina</td>
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<td>GP4</td>
<td>R&amp;V*</td>
<td>GP5</td>
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<tr>
<td>Pamela</td>
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<td>GP3</td>
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<tr>
<td>Pia</td>
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<td>GP4</td>
<td>R&amp;V*</td>
<td>GP5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sarah</td>
<td>GP1</td>
<td>GP2</td>
<td>GP3</td>
<td>GP4</td>
<td>R&amp;V*</td>
<td>GP5</td>
<td></td>
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</tr>
</tbody>
</table>

* R&V = Relaxation and Visualisation Sessions.
GP5 = Guided Practice 5 and Integrated Studies
## APPENDIX 6
Guiding Questions For 1:1 Interviews

<table>
<thead>
<tr>
<th>Stage of Program</th>
<th>Question</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guided Practice 1</td>
<td>What comes to mind when you:</td>
<td>To explore participants’ images of teachers, teaching and themselves as teachers at the beginning of the program</td>
</tr>
<tr>
<td>beginning of semester</td>
<td>(a) hear the words “teacher” and “teaching”?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(b) think of yourself as a teacher?</td>
<td></td>
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<tr>
<td></td>
<td>How would you describe a “good” teacher?</td>
<td>To gauge any changes in perspectives after initial field visits</td>
</tr>
<tr>
<td></td>
<td>Have any of your ideas about yourself as a teacher changed since our first meeting? If so, how and why?</td>
<td></td>
</tr>
<tr>
<td>after field visits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guided Practice 2</td>
<td>What would it be like to be a teacher? Have your ideas changed since the beginning of the year? If so, how and why?</td>
<td>To gain insights into participants’ impressions of the “reality” of teaching after a two teaching block in a preschool</td>
</tr>
<tr>
<td>after practicum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guided Practice 3</td>
<td>What have you learnt about being a teacher in day care / preschool / school?</td>
<td>To provide an opportunity to respond to similarities / differences in settings / teaching styles after wider practicum experience</td>
</tr>
<tr>
<td>after practicum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guided Practice 4</td>
<td>What did you think of the morning / afternoon / lesson / activity? What was on your mind?</td>
<td>To observe reflection-on-action immediately following teaching; To identify and explore possible instances of reflection-in-action during teaching;</td>
</tr>
<tr>
<td>during practicum</td>
<td>What has stood out to you most about this practicum?</td>
<td>To explore links made between theory and practice;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To note any inconsistencies between espoused views and practice</td>
</tr>
<tr>
<td>Stage Of Program</td>
<td>Question</td>
<td>Purpose</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Guided Practice 4 after practicum</td>
<td>When you look at yourself as a teacher, what do you see?</td>
<td>To gain an understanding of participants' image of self as teacher after taking substantial responsibility in their placement; To enable comparison with earlier and later responses to same / similar question</td>
</tr>
<tr>
<td>Following Relaxation and Visualisation Sessions</td>
<td>How did you find the session?</td>
<td>To explore participants' responses in more detail than was possible in the session itself</td>
</tr>
<tr>
<td></td>
<td>Could you tell me more about your visual representation?</td>
<td></td>
</tr>
<tr>
<td>Guided Practice 5 &amp; Integrated Studies During 1st placement</td>
<td>What did you think of the morning / afternoon / lesson / activity?</td>
<td>To observe reflection-on-action immediately following teaching; To identify and explore possible instances of reflection-in-action during teaching; To explore links made between theory and practice; To note any inconsistencies between espoused views and practice</td>
</tr>
<tr>
<td></td>
<td>What was on your mind?</td>
<td></td>
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<tr>
<td></td>
<td>What has stood out to you most about this practicum?</td>
<td></td>
</tr>
<tr>
<td>During 2nd placement</td>
<td>As per 1st placement</td>
<td>As per 1st placement</td>
</tr>
<tr>
<td>End of semester</td>
<td>When you look at yourself as a teacher, what do you see?</td>
<td>To enable comparison with previous responses; To encourage participants to reflect on their development during their enrolment in Guided Practice; To compare participants' views with my own and to explore possible discrepancies</td>
</tr>
<tr>
<td></td>
<td>What do notice when you compare this response with your previous responses?</td>
<td></td>
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<tr>
<td></td>
<td>Would you say that you've become more reflective during your enrolment in Guided Practice? Why / why not?</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 7

Sample Non-Participant Observation Notes

ERICA (THIRD PRACTICUM) 19/9/95 9.30-10.45AM

I wondered what to expect when I visited Erica at Public School. This was her first prac in K-2 and her first time working with children from a lower socio-economic background and a wide cultural mix. Erica had always seemed apprehensive about working with children from different backgrounds and had always found her pracs "boring". Would this prac prove to be a breakthrough? Would she talk about teaching instead of how much she disliked the idea of being a teacher? I was very curious to hear what she would say.

Erica's teacher, Margaret, (a tall, angular, grey haired, conservatively dressed woman in her late 50's) greeted me warmly. Erica, on the other hand, seemed taken aback. She explained that she hadn't been told that I was coming, but assured me that it was perfectly okay for me to stay. Margaret settled the class (27 five and six year old children of very mixed cultural backgrounds) when they came into the room and held a brief and very formal news session before handing over to Erica. Margaret had what seemed to me to be an old-fashioned, firm but caring manner with the children. I imagine that she would be an excellent teacher in the old "infants school mistress" style. I was struck by the contrast between her old fashioned manner and conservative dress and the image Erica presented as she sat on a child's desk, legs wide apart, stifling a yawn (she had celebrated her 21st birthday the night before!), dressed in skin-tight jeans and body singlet, and riding boots. I wondered how Erica and Margaret were getting along.

After 10 minutes or so, Margaret handed over to Erica for a handwriting lesson. Erica adopted the traditional "Today we are going to do the letter 'R' approach". I always found that type of approach incredibly boring and wondered whether Erica was bored by it too. She spoke very confidently and loudly to the children as she demonstrated on the blackboard how to write the letter "R" while they sat on the mat and watched. Although she gave them no opportunity to be actively involved, to my surprise, they remained quite settled.

After approximately five minutes, Erica sent the children back to their desks, which were arranged in clusters of six and eight. She demonstrated on the board again and
then asked children to copy lines of "Rs" onto their page. As the children wrote, Erica "patrolled" the room. She bent over children to talk to them, rather than kneeling down to their level. I wondered whether this was characteristic, or whether she it was simply because she was wearing tight jeans which probably made kneeling difficult.

Erica reminded children several times "No calling out! Put your hand up!" but also gave lots of positive reinforcement to individual children. The children remained quite settled and seemed to be responding well to her. Occasionally, her very "teacher-like" manner would slip, and I'd get a glimpse of her sardonic sense of humour. It seemed to me almost as if Erica was "acting" the role of teacher and finding it quite amusing to see herself in this role.

After 15-20 minutes, Erica had the children return to the mat. She sang several songs with the children as a transition activity, and they participated enthusiastically. She then told them that she was going to take them outside to play games and began to explain what the games would involve. By now, some of the boys were becoming a little restless. I was quite shocked, however, when Erica said to a child (later identified as Ezekihal) "Wipe that smile off your face! I'm not impressed!" She then told him to move to the "time out" area next to the teacher's desk. In quick succession, she then made similar comments to several other children. I was quite horrified by the roughness of her tone. I glanced at Margaret, who was sitting at her desk. Her expression was impassive. Does she talk to the children in that tone, I wondered? Why else would Erica be speaking in that manner?

Erica then took the class outside, sat them on the grass and explained how to play a game called "fruit salad" which involved the children sitting in two lines opposite each other with their legs outstretched and their feet touching the feet of the child sitting opposite them to form hurdles over which selected pairs of children would then jump as they ran down the line. She intended it to be a competitive game, with each child in the pair racing his / her partner. It soon became apparent that the children had no idea of what they were meant to be doing. Children were running everywhere and falling over each other. Again, Erica spoke very roughly to several children, including Ezekihal. I was terrified that there would be an accident and asked Margaret if she would prefer Erica to stop the game. She seemed resigned to the seeming chaos, though, rather than actively concerned about the children's safety. Again, I wondered whether she found working with Erica required considerable patience.
After approximately 15 minutes, Erica brought the game to an end and had the children play another game which involved running in different directions, according to different signals. She quickly turned this into a competitive game, with the children slowest to respond to each signal being "eliminated". They then sat on the ground to watch the remaining children play. A few of the boys still left in the game became very excited and started to deliberately fall over, pulling other children over with them. Again, I started to worry about children's safety but was taken aback when Erica said to them very loudly "If you don't behave properly, we'll have to go inside and do something boring!" I thought she sounded very much like a "no-nonsense" upper primary teacher - or a sports coach. Soon afterwards, she took the class back and handed over to Margaret.

If I had been her practicum adviser, I would have placed Erica "at risk", so inappropriate were her statements and tone with the children (apart from the dangerous nature of the first game, in particular). I wonder how her adviser had responded. More than ever, I wonder what Erica would say when we sat down to talk.
APPENDIX 8

Suggestions For Reflective Writing

There are many ways in which you can document that you are taking a thoughtful and reflective approach to your professional development. You might:

- Maintain a reflective journal in which you explore aspects of Guided Experience* which are of personal interest or significance to you. At the conclusion of Guided Experience you might review your entries and identify and analyse any themes emerging from your writing.

OR

- Include in your folder a copy of the philosophy of teaching essay you wrote for Guided Practice 3 and discuss how Guided Experience has reaffirmed or prompted you to reconsider the views you held at the time you wrote the essay.

OR

- Describe several "critical incidents" or significant experiences which you have encountered during Guided Experience that have led you to develop new insights into your beliefs, values and decision making. You could:
  - briefly outline the incident;
  - describe your reaction;
  - account for your reaction in terms of your beliefs and values;
  - explain the insights you gained as a result of the incident; and
  - indicate the implications for future decision making.

* Guided Experience is the term used to refer to the practicum teaching block embedded within each Guided Practice unit.

Source:
Macquarie University (1994)
APPENDIX 9

Sample Scenario For Small Group Discussions

(used while most participants were enrolled in Guided Practice 3)

The Aggressive Child

Eric is a large and extremely active 4 year old who often hurts and frightens other children. You have discussed his behaviour repeatedly with the director, who is sympathetic but unable to help. Eric's parents listen but feel that the behaviour is typical for boys of his age. They won't get counselling. A child psychologist from the Department of Community Services has observed the child but her recommendations have not helped either. Meanwhile, Eric is terrorising other children and parents are starting to complain. You are becoming stressed and tired and your patience is wearing thin. You and your assistant are spending so much time with Eric that you are worried other children are not getting the attention they need. What will you do?

Adapted from Feeney (1988)
APPENDIX 10

Focus Of Relaxation And Visualisation Sessions

<table>
<thead>
<tr>
<th>Session</th>
<th>Focus For Representation And Group Discussion</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>After relaxation and visualisation: How did you find the session?</td>
<td>To gain an understanding of the participants' experience of and response to the session</td>
</tr>
<tr>
<td>2</td>
<td>Before relaxation and visualisation: When you look at yourself as a teacher, what do you see?</td>
<td>To enable comparison with response to same question two weeks later following a period of relaxation</td>
</tr>
<tr>
<td>3</td>
<td>Before relaxation and visualisation: Recall an educational experience / event that has been significant for you. What are your thoughts and feelings about this experience? Repeat following relaxation and visualisation</td>
<td>To enable comparison between responses prior to and following relaxation and visualisation; To investigate whether relaxation and visualisation brings to the fore memory of a significant experience / event not discussed thus far which might have some bearing on participants' responses / reflection;</td>
</tr>
<tr>
<td>4</td>
<td>After relaxation and visualisation: When you look at yourself as a teacher, what do you see?</td>
<td>To enable comparison with response to same question two weeks previously prior to a period of relaxation</td>
</tr>
<tr>
<td>5*</td>
<td>After relaxation and visualisation: What impact, if any, do you think these sessions have had on you as a developing teacher? Why?</td>
<td>To gain some understanding of the impact, if any, of these sessions on the participants</td>
</tr>
</tbody>
</table>

* Session cancelled due to illness
APPENDIX 11

Sample Reflective Memo

Topic: Reflection, Action and Boundaries

Date: 25/7/94

Many writers make links between action and reflection. Organ (1975) for example claims that "Western man's activity is an opiate which deadens his awareness" (p.35). Similarly, Skolimowski (1992) writes that "unreflected action is mindless doing" (p.10). He points out that "many actions have been conceived in a limited frame of reference. Within this limited frame, they appear to be meaningful and purposeful" (p.10).

Immediately, I think of Erica. She constantly emphasises how action is so important to her and seems to struggle with reflection. I think, too, of Nina's cooperating teacher who said that there was "no time" for children to do more meaningful activities. Nina was horrified! I wonder how Erica would have responded?

Is Erica's emphasis on physical action linked with the value she places on commonsense and practicalities? Is this why she seems to have little interest in / patience for complex situations that have no immediately right or wrong answer? Is this emphasis an example what Skolimowski refers to as a "limited frame"?

The term "limited frame" makes me think of boundaries. Do action and practical value constitute the boundaries beyond which Erica is unhappy to venture? Are her boundaries more inflexible than students who seem much more open to new possibilities. There's not much sense, so far at least, of Erica transcending the boundaries which were already in place when she arrived. With Sarah, in contrast, there seems to be a real sense of unfolding / openness to new possibilities which at present seems so lacking with Erica. She hasn't been at all keen, for example, to do a prac in a lower socio-economic, culturally mixed area.
APPENDIX 12

Sample of Transcript Data Analysis

This appendix demonstrates how data was transferred from transcripts to cards.
1. Each bracket indicates how data from this transcript was cut and pasted.
2. The notes in the margins indicate the key idea(s) or issue(s) expressed in the paragraph.
3. The symbol "x 2" indicates two identical cards because of different ideas / issues embedded in the paragraph.

Interview with Sarah

The interview took place two days after the third and final relaxation session. After a period of relaxation and visualisation, student teachers were asked to respond to the question "When I look at myself as a teacher, what do I see?"

Sarah:

It came straight away. I just thought of it "like that" (clicking fingers type gesture). [6]

I probably think like that most of the time actually. I piece things together pictorially. I write as well, but I find that pictures come to me more easily than words, quite often. [8]

Jennifer: Tell me about what you've drawn.

Sarah: Well this is my path. In my drawings from the other prac, that was my rainbow path. That's why I put the symbols in it - because they are the same things that I pass through. At the moment I don't see myself as an actual teacher. I don't feel as if I can do that at the moment, because I change - all the time! [11]

Jennifer: What changes?

Sarah: Just going from one situation to another. Even when I turn up to a tutorial, when the tutor says something I change my view about how I see myself as a teacher. I do that all the time. I can't label myself as one specific term. [14]

So that's why I use the puzzle, because I'm at a stage where I'm drawing a lot of knowledge together and the puzzle is about bringing things together. [17]

Things we are taught at the moment - we hear a lot of jargon - it seems unbelievable and quite comical that we have jargon for everything! So in a way, the A - Z in the puzzle is also a bit of a joke (laughs) [19]

But to me, if you separate pieces of the puzzle, then they are just words - isolated words. They don't tie in to teaching. They could almost be applied to any situation. They're not meaningless, but they are not the whole picture. I can't use them to pinpoint how I'd be as a teacher. It's only when they are together, that it all works. [22]

Jennifer: Can you tell me more about how lectures' and tutor's comments tend to impact on your puzzle?
Sarah: Well, this is an example. We've just been given a task in Management and we are asked to circle 5 things we believe are important. I find that really difficult because I like to look at the whole picture. I like to look at children as a "whole". I agree with every statement on those task sheets but the emphasis I place on each of those points isn't necessarily stable. It changes. I go into a lecture and hear something and I think "Oh, perhaps I'm not quite as strong in my thoughts as I had thought, in terms of supporting one view over another."

What I believe doesn't change, but the focus of meaning behind each word changes. But it is still there.

Jennifer: That sounds happening continuously?

Sarah: Well... it's a challenge! I find it hard trying to bring everything together. It's hard to say this is how I view myself because I don't think I'll ever view myself in one way. I think I'll always see myself in a different light in a new situation.

When I'm on prac, I think "Well yes, I'm in the role of a teacher", but when I'm at Uni I think, "I'm still on my way. I'm not really a teacher, yet."

On prac, you implement the role of a teacher and you draw everything together. I suppose the puzzle is still there, and you are using it.

But at Uni, you're still creating the puzzle with bits of information from everywhere. This semester, I'm really missing prac. And I miss the Guided Prac unit, because that was one of my strengths. It was a real focus. I was able to relate to it because it's something that I look at all the time. And not having it makes Uni hard to deal with. It's a really different feeling this semester because of that.

I'm still getting a lot of theory, but I miss the focus of not tying it all together in the prac situation.

Because Guided Prac was one of my strengths I felt happy about it because I knew I could do it. So I felt confident, and they were things that I liked researching. We got to look at things that were important to us. Whereas it's not like that at the moment (voice quivers).

Jennifer: Let's talk some more about your jigsaw puzzle.

Sarah: Well these pieces are all things that I think about in becoming a teacher. It's a two sided puzzle - my path is on the back. It's my path to professionalism. My path is always changing, and it doesn't finish.

Jennifer: Are the names of the pieces fairly self-explanatory?
Sarah: Yes, I think so, if you're coming from an early childhood perspective. (79)
In relation to "youthful" I'm thinking of "not being dull". No matter how old you are, you can still have a youthful approach, I think that's important. (82)
In relation to "families", I really support the idea of families being involved, but it's still something that you've got to learn how to do sensitively. (83)
Jennifer: Let's turn to the drawing you did after the last prac.
Sarah: This was where I was looking into the window of teaching, wasn't it? (87)
I had three groups - things I liked; things I was coming to grips with; and things I didn't like. (89)
classification (analytic approach)
Jennifer: When you look at the two responses together, do you see any similarities or differences?
Sarah: I suppose that now, I don't view teaching as just in the classroom. In my last response I'm looking more-or-less at working in the room, whereas in the latest response I can take a step back and look at all the things that come together in getting there. (93)
developing a broader perspective; awareness of interconnectedness
Jennifer: What's brought about that change, do you think?
Sarah: Umm,...I don't really know. difficulty in articulating (94)
Jennifer: Are there any other differences or similarities?
Sarah: I suppose that the things that I've included in each group in the previous response are the things that I would look at under the categories in the puzzle. They are all separate issues, but when you put them together, like in a puzzle, they all relate. I like to see things linking, so I'm trying to work on that. (96)
Drawing everything together is difficult. It's difficult linking all the things you believe in into one big picture - into something that you can actually operate. I can take all these things and make lists, but when you try to bring them altogether, there are so many things to think about in terms of developing a whole approach to teaching. (98)
synthesis (difficulty)
I really do miss Guided Prac because without it it's much harder to bring things together. (Voice quivers) (99)
Jennifer: I like the units that I'm doing but they are very theoretical. At least with ECE 313, I can relate it to the child I'm working with, but there are heaps of things in that unit, too, that I don't understand, either but they are starting to come together. (102)
I find the approach in the other units so different to the approach in ECE 313. We're lectured at! We are given a whole heap of information and it's so hard to being it all together and understand it when you are not relating it to anything. I find it really confusing at times. It's so hard to understand what they are going on about, especially in Management, because I haven't been in a management position.

Jennifer: Next semester will be very different.

Sarah: Yes, it will be exciting, but a bit scary. I don't want you to think that I always think that prac is fantastic, because I don't. I also get scared. I go home and panic just like other people. I like to look at the positive side, but it doesn't stop me worrying! Ten weeks of prac is going to seem like forever, but it's also exciting, because I think I'll learn a lot from it.

You know, something that I found really interesting in a lecture recently was that we were told that generally, teachers have a low self esteem and tend to underestimate themselves. I was wondering whether that's because we are encouraged to reflect on what we do all the time as learners, and with so many changing aspects, because nothing is stable, and because there are so many things to think about and to pin point, I wonder whether that has an impact on self esteem.

Jennifer: That's an interesting point. I guess I think that the process of reflecting would eventually lead to a higher self esteem.

Sarah: I agree. Because we can reflect, and because we do it so often, hopefully we will be able to justify our beliefs, even though we are still thinking about them and working out where we stand. But I also think that there's nothing really stable and so that makes you feel insecure.

I often sit back and wonder whether you underestimate what you can do. You look at yourself in terms of other people and you can't help doing that, even though it's not meant to be competitive, and that also influences me. I passed my ECE 313 assignment, but... I still compare myself to other students.

At school, in Society and Culture, we could choose what we wanted to learn. It was based on autonomous learning. I don't often think how many things have influenced my views, but all of a sudden, I sometimes realise "There's something else" that has an influence on me." And the autonomous learning in Society and Culture really had an impact on me.

To a certain degree you need people who have the experience and knowledge to share it with you, but being lectured at isn't a good way to do it. And in huge tutorial groups, I don't always feel comfortable contributing.

Jennifer: If you don't feel comfortable there must be many people who feel very uncomfortable about it!
Sarah: The reason that I don’t like Management very much this semester is that I’m in a tutorial group where it is expected that everyone will contribute. But I’m sitting there thinking “But I feel so naїve; I don’t want to say something that makes me sound really stupid.” But that sometimes happens anyway, and I sit there thinking “But that’s not how I wanted it to come out!” And it only came out like that because I felt so rushed and I had to say something! (voice quivers)

I’m doing a decoupage class at the moment and our instructor is so traditional that it’s turned out to be almost like a concentration camp! (laughs) She said to me “Why haven’t you done it this way?” Normally, I do things the way I’m supposed to do them, but in this class I wanted to do my box the way I wanted to! I’d paid so much money for the course, and I had my own approach! I wrote about that in my journal.

Jennifer: Do you think the relaxation made any difference to how you responded to that question?

Sarah: It’s really difficult to say because I didn’t do a response before the relaxation. I don’t think I would have been so relaxed before. I’m more creative when I’m relaxed and happy with myself. Actually, I suppose you can tie it back to that day where I wasn’t having a very good day at all and I couldn’t draw anything. I couldn’t concentrate an anything much. With this experience, it shows that I’ve got to be relaxed to be creative. I often go off on a tangent when I start to relax because I think of different things. I think all the time. I’ve got to train myself to switch off. It’s not just Uni, but I do so much. I have swimming training and lots of other things, so I’m constantly thinking “I’ve got to get home to do this or that.” Sometimes I think that I shouldn’t try to fit in quite so much.

But, so many things in ordinary life relate. Teaching should just fit into that and be part of it. But when you are at Uni, you see it as separate from a normal life. But yes, things do relate.

I’ve noticed how I’ve changed - In my first two prac’s. I recorded everything so extensively! I don’t write so much now. But I’ve noticed how you become more yourself. The prac folder in 1st year was just so “Uni-ish”! I did what I had to do and I didn’t have much personality in my 1st year folder. It wasn’t me! I think I was still coming to terms with doing a prac and putting all the things into it that had to be in it. Whereas now, I feel more comfortable about including the bits that we have too but looking at it from my perspective.
And I write less for my plans. Last semester, although I was worried about it, it was really exciting getting a weekly plan together. Sometimes I feel that I over-do what I’m doing, but I feel that I need to do that so I don’t leave things out. But I can see how easily you could fall into the habit of doing something just for the sake of doing it. So now, I want to make sure that there is a purpose behind whatever I do. I find that a challenge, though.

I look back on my 1st year prac folder and realise that I was just looking for something to do. But now, it’s more specific. I look at getting something out of it, rather than just doing it. That’s not always easy, though. So next prac, I’d like to record less detail and structure my planning differently. That’s different from my early prac where I felt had to a piece of A4 paper. Whereas now I’ve got the confidence to set it all out on a much larger sheet so I can see it all in front of me.

The more responsibility you have, the less time you have to fiddle around writing a lot of details.

I really admire the way you and Dawn ask questions in such a non-threatening way. I’d like to be able to do that. I feel more relaxed when you approach a question in that way and I realise how much of an influence that had on me yesterday. See, that’s an example of how a situation changes! So that’s an example of something I’d like to work on, because I feel that children feel exactly the same as we do, in some situations, especially in situations where you are expected to say something. It’s nicer to approach it in a non-threatening way.

Jennifer: Has the way you approach the reflective practitioner section in your prac folder changed?

Sarah: I love doing that section. When I’m doing it it can be a hassle. Sometimes, when I get home and know that I have to do it, I think "I don’t think I can stand doing this!". But to be quite honest, it’s actually the most enjoyable part - going home and reflecting on what you’ve done is a release. You get to explain to a piece of paper how you feel (laughs). By writing it down, so often you can answer your own questions. Things go through your head and all of a sudden you think "Oh, maybe if I’d done it this way..." It’s makes it more concrete.

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I leave it ‘til last. I’ve got to do my planning first, because I can’t relax until I know what I’m going to do the next day. The reflective section is what I end with. It’s nice, because I finish by just writing. Sometimes I even wrote on the bus going home. But I didn’t get to do it on my last prac because I felt as if I didn’t have time. And it was a shame because I learnt so much about myself by writing in my journal. Now, I read through it and think "Did I really feel like that" and now I realise that I’ve got over whatever was worrying me - at least, whatever you can get over. So it’s wonderful to have. If only we all had an extra three hours in the day to fit in things like this!
Last time I wrote goals. But to be quite honest, they are much easier because you can just jot a few things down. Whereas in a journal, you explore your own feelings. You can very easily write down whatever you think somebody will be happy with when you write goals. But writing a journal takes a lot of courage, in a way, because so many people could read it.

But some times it’s useful for other people to know where you are coming from. But, it can be difficult as well because I like to be honest with what I’m saying.

I’d like to write a journal again for my next prac, because as I said before, it’s good to see how you change and how you stay the same. I still get worried about the same sort of things, but at the same time, you can see how you get over things and how you learn from them.
APPENDIX 13

Points Arising From Sample Card Arrangements: Sample Reflective Memos

TOPIC: Preliminary Content Analysis Of Sarah’s 1993 Data
DATE: 5/2/94

I’m toying with conceptualising reflection as a “search for meaning”. I used this conceptualisation as the basis of a card sort and came up with the following categories for the content of her reflection. The number of cards dealing with each topic is referred to in brackets. The list is in order of most to least commonly referred to.

Curriculum (26)
Interactions with Children (25)
Explicit references to professional development (9)
Making decisions / dealing with dilemmas & difficult situations (9)
Classroom organisation (6)
Beliefs (6)
Use of rewards as a behaviour management strategy (4)
Interactions with parents (4)
Interactions with staff (3)

Background influences (2)
Equity issues (1)

Comments:
Two categories really stand out - curriculum and interactions with children. Are these going to develop into what LaBoskey calls passionate creeds (ie. on-going vitally important concerns)? Are they developmental concerns (ie. do they pertain more to her stage of development)?

I suspect that interactions with children might be a developmental concern - because so many students seem to have focused on this. It seems part and parcel of being a 1st year student teacher. Her interest in curriculum issues on the other hand seems a lot stronger than most of the other student teachers’. Even though her references to professional development and beliefs aren’t as frequent as her references to other issues, compared to most of the others (apart from Kasey and Jessica) she seems to refer to them a lot. I suspect that this will be something to watch.
TOPIC: In what sense did students who very clearly appeared unreflective initially, tend not to become more reflective (in any consistent sense)?

DATE: 7/5/96

In terms of the three criteria most frequently used in the literature to describe reflection:

<table>
<thead>
<tr>
<th>Student</th>
<th>Ability to Reflect</th>
<th>Willingness to Reflect</th>
<th>Content of Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erica</td>
<td>little evidence of ability to reflect in more than a technical sense; limited by her epistemological perspective of received knowing; no sense of pushing boundaries; has learnt to play the reflective writing &quot;game&quot;</td>
<td>finds reflection uncomfortable; doesn't want to teach; appears to see little point to reflection;</td>
<td>mostly describes frustration; little attempt to make sense of her frustration</td>
</tr>
<tr>
<td>Kathleen</td>
<td>seems to rely mainly on received / subjective knowing; little evidence of constructed knowing - is this why her reflection doesn't seem to be developing?</td>
<td>claims to value reflection but doesn't seem to engage in it often; inconsistency between espoused view and practice; minimal reflective writing</td>
<td>empathises with special needs chn; own background seems to play an important role in determining the focus of her reflection; empathy seems an important (and almost the only) medium for her reflection =almost critical reflection at times</td>
</tr>
<tr>
<td>Marina</td>
<td>seems to rely heavily on received / subjective knowing; shows little mastery of reflective writing strategies in the little reflective writing she attempts</td>
<td>never refers incidentally to reflection; tendency to blame other (external locus) rather than to look inward; minimal reflective writing</td>
<td>no evidence of a passionate creed; shows most insight when explaining why she is having second thoughts about teaching; little evidence of insight at other times</td>
</tr>
</tbody>
</table>
APPENDIX 14

Excerpt From Non-Participant Observation Notes:
Visit To Kathleen (Third Practicum)

13/9/94

It is an unseasonably hot and steamy day. Fiona (cooperating teacher) moves the children on to the verandah and says to them "I'd like you to listen to Kathleen while she reads the story". As the children sit down, it starts to thunder. Kathleen introduces the story by asking "Has anyone ever been to the snow?" I'm not close enough to hear, but there does not seem to be much response from the children. It starts to rain, and the assistants begin to move the play equipment from the outdoor play area to the verandah. They ask some of the children to help. The other children are becoming quite restless. Fiona whispers to Kathleen "Sing 'Open Shut Them'". The finger play settles the children momentarily. Kathleen begins to read the story. As she reads the first page, it begins to rain heavily. Most of the children jump up and run excitedly out into the rain to help bring the rest of the play equipment onto the verandah. Of the twenty children originally in the group, four remain with Kathleen as she reads the story. Of these, two children appear to be listening. A plane flies low overhead, drowning out Kathleen's voice. She continues to read. After the other children finish helping with the packing up, they return to the verandah. By this time, Kathleen has almost finished the story. When she finishes, she looks at Fiona for guidance.
APPENDIX 15

Kasey's Representations Of A Significant Educational Experience

a) Prior To Relaxation
(b) After Relaxation