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Kia ora tātou,

More and more, teachers and schools are being required to think about, and adapt, to meet the demands of the 21st century – demands such as the exponential growth of knowledge and its easy accessibility; shifts from industrialised economies and societies to knowledge economies and societies; rapidly developing digital technologies; and the need for us all to be life-long, self-directed learners. These changes have brought with them the realisation that knowing ‘what’ will be less important than knowing ‘why’ and that skills such as problem-solving, creativity, collaboration, communication innovation and flexibility will be critical for 21st century citizenship.

This has required major shifts in thinking about schools and the notion of teaching and learning. Shifts from teacher-directed to learner-centred environments; from direct instruction to interactive and collaborative exchange; from knowledge acquisition to knowledge construction and application; and from thinking about learning as something that occurs in schools and other educational facilities, to notions of life-long and life-wide learning. Learning ‘just in case’ (storing information away and retrieving it when required) while still important, will no longer be sufficient.

These are times of rapid change, and in such times, the importance of supportive professional learning communities that enable educators to collaborate and share best practice cannot be overstated. Publications such as Kairaranga are one such community. If you are an educator who has practice that supports the creation of effective teaching and learning, we encourage you to consider sharing this by way of submission to Kairaranga.

In this edition of Kairaranga, we are privileged to be able to share with you an interview with Associate Professor Mere Berryman, a finalist in the 2017 New Zealander of the year award. Mere has had a long associate with education in New Zealand, and with Kairaranga where she has served on the editorial board since the journal’s inception.

The second article in this edition highlights the role of professional inquiry as a vehicle for investigating our own practice as educators. In this article, Jo Arnold reports on an investigation into the role of induction in the ongoing development of new RTLB’s professional identity. Following this, Graeme Jackson explores a way of reframing PE that widens its scope and potential for learning and makes PE teaching much more accessible to teachers who do not see themselves as experts in this area. The fourth article examines a programme where the teacher mentor places learners at the forefront of professional decisions. The effective use of teacher resources to support differentiated learning is identified and the influence of the opportunity to see this practice is discussed. Finally in this edition, Vaughan Rapatahana provides readers with reflections on the Auckland Metropolitan College – the first alternative education secondary school sanctioned and funded by the then New Zealand Department of Education. He shares with readers an interview with the founder of this college, David Hoskins.

We hope that readers enjoy this edition. Thank you to all our contributors.

Ngā mihi nui

Alison Kearney (for Kairaranga editing team)
Recently, Sonja Macfarlane interviewed Associate Professor Mere Berryman, Faculty of Education at Waikato University. In this interview, Mere reflects on her personal learning journey as a teacher and researcher, and shares her wisdom and aspirations for Māori advancement, and the education of all learners.

Kia ora Mere. Thanks for agreeing to the interview. Could you talk us through your journey and the pathway that took you into Māori advancement?

Morena Sonja. It wasn’t a ‘one-off’ thing; it was more a critical dawning – a conscientization. Several years ago, as a teacher working with Year 7 and 8 students in a large intermediate school, I became aware that within my class was a coming together of the ‘haves’ and the ‘have-nots’. I realised that actually I needed to be part of the solution – part of the real solution. 

Up until then, in that same school, if there was a problem to do with Māori students, it was my problem. It didn’t matter whether they were in my syndicate, or in another syndicate: if there was a problem to do with Māori students it would invariably come to me. So, this conscientization occurred in my own class and in my own syndicate. We had students whose parents were on the Board of Trustees, we had students with special needs, and we had by far the greatest percentage of Māori students in the school. And so, I think it was the coming together of those different groups of people, and seeing them in my class.

We could actually problem-solve, we could seek solutions; I became confident that the students who were potentially third generation beneficiaries had far better options open to them by the time they left my classroom. I guess the real frustration came one year when they started coming back from Year 9 and were asking me, “How could you change what’s happening in the secondary school?” By the time they went to high school they were fast-tracked into the ‘haves’ and the ‘have-nots’.Interestingly, not only the have-nots but some of the haves would come back to me and say, “I am really frustrated. How do I do this? Why is this happening to me?” One of the students who came back to me came back to say that he was in therapy and his therapist had told him that he needed to go back to the places and people he believed had trampled on his mana, and let them know that as part of this healing, but to also go back to the people who he felt had supported him in a different way. I remember him turning up one day and I was really surprised to see him. I knew he had been a leader in the secondary school that he went to, and he was now at university. He was Pākehā; a young, bright male, and that is actually important to the story. He talked about the past, not just about me, but about the conditions within our classroom: that it didn’t matter who you were, everybody was respectfully able to be who they were. He recalled a young man with muscular dystrophy, and he said to me, “I can remember you sat at this young man’s table and he sat at your table and we never knew what that was about but we knew that there was a reason why that was”. He said the time that he’d spent with that class was so fulfilling and so rewarding; he succeeded, everybody succeeded, and it didn’t matter who you were. He recalled another boy whose father was in jail, and he talked about the different children in the past who had all come together and I had never thought about that before that day. I knew that problems - the Māori problems in school - were delivered on my door step. By then, the mainstreaming of students with special needs had also begun - and my classroom was the only classroom that had a ramp built outside the door. So, it didn’t matter if your legs were in braces, or you were in a wheelchair or you were blind, the first port of call in that school - if you had a disability - was my classroom. So that was a reflection: a reflection on the coming together of students with diverse needs, who in that classroom found a place and a space where they could be themselves and where they were able to help each other to succeed. For me, that is what I did as a teacher: that conversation began me thinking about why that was so special, and I’ll be eternally grateful to that young man.
Would you say that that event changed the course of your career? Was that one critical juncture for you?

Personally, I wouldn’t say that it was the one thing, but I’d had certainly been thinking about the Māori/non-Māori, the haves/the have-nots. I hadn’t really thought about the ramp outside my classroom and how I was the one who met with the local educational psychologist with greater frequency than any other teacher in the school. I hadn’t really theorised or thought deeply about what it was that I did that wasn’t happening in other classrooms. I guess for the first time what it helped me to see is that I wasn’t prepared to continue to fix up other people’s problems; that actually, my fixing up people’s problems was not only a problem for me, but it was a problem for them because they weren’t giving themselves that opportunity to learn. I left teaching shortly afterwards. By then I’d started working with Ted Glynn. My aspiration was to create myself a job as a researcher, because I saw research as the pathway forward. However, I stepped down without having something firm to walk into. I had to build that possibility myself with other people, so I needed to find like-minded people; those who thought like me. Ted was one of them, and Kathryn Bluett was another one. I walked into writing proposals that would bring in some research money that would bring in the possibility of employment. So, it wasn’t an easy decision to step out of a secure job; that did take a lot of courage but then I couldn’t keep doing what I was doing, and like myself or what I was doing. I understood morally that what I was doing was not working, and I saw research as the way into understanding what might.

Talk us through the next part of your journey: how did you move from that position to where you are now in your current role?

Well Ted, Kathryn and I wrote proposals to bring in money. We knew if we didn’t, we wouldn’t have a research centre. Our kaupapa was to develop a research centre where we could focus on what was happening for Māori students in education, to create a context for learning about that. It was pretty brave of Ted when you consider that neither Kathryn nor I had anything more than a trained teaching certificate. We had teaching experience, we had experience working with students with special needs, and we had the heart to make a bigger difference because we saw the students as our whānau and we knew that they were being underserved by the education system - so that was in the early 1990s. Ross Wilson who was the CEO of SES (Specialist Education Services) at the time agreed to set up a research centre [Poutama Pounamu Education Research and Development Centre] and he agreed to pay for the administration, and one extra person; that was Kathryn’s position. What we then had to do was to create the salary for me and so it was pretty high stakes when we were able to get our first contract from the Ministry of Education. Our first paid research contract was Hei Āwhina Matua, and that enabled me to come in on a short-term contract to be the researcher working with Ted Glynn. We looked at how we could bring the voices of the home communities together with the school communities to create contexts where behaviour could be better-understood and more effectively responded to using the funds of knowledge of both groups. I think one of the important things about that first research was that we went back into the setting where I’d been teaching, and we listened to the students. We listened to a group of Māori students and they helped us to understand what it was that we needed to do – as researchers. I already had a strong relationship with those students because I’d been their teacher, I’d been their syndicate leader, and I’d worked in the classrooms with them. For the first time those young 12-13-year-old Māori students were able to share with us what we needed to do. So, that was my first research experience of actually listening to students, and being very lucky that students were prepared to share their wisdom with us. That was when Ted, Kathryn and I learned that having students as allies in our research was essential, and we wrote about that. By then Russell Bishop had joined us to evaluate our research. However, I don’t believe the country understood the importance of listening to students, until almost ten years later when Culture Speaks was published.

What are you doing currently that you’re finding really rewarding and exciting in that space, or in another space?

I guess being able to continually build on the research learnings, for example, Te Kotahitanga. The Ministry was very generous in the funding of Te Kotahitanga. They gave us 13 years during which time we able to learn from the schools within which we were working. I don’t know of any other project that has had the same iterative 13 years of research before or since in New Zealand. What that gave me was a really strong understanding of building on both the positives and the negatives of what we were learning in the previous iteration. So not just thinking about what we need to do when things go right, but what we need to do when things don’t go right, or when things aren’t as clear. What do we do then? So, I’m still in the situation of trying to make sense of what I am learning now, by reflecting on Te Kotahitanga, for example, in order to work smarter in Kia Eke Panuku. Or, specifically in the new PLD (Professional Learning and Development) policy where I am expected to be an Expert Partner - there’s
a bit of a problem because I don’t feel like I’m an expert. I do have some expertise. I do think I can work with people who have expertise and together we can create new learning; we can co-construct new learning, new understandings, and I think that’s so in terms of working optimally within the zone of proximal development – Vygotsky’s notion of co-constructing knowledge in socio-cultural contexts. I think that is really important. What I’m currently seeking to understand is how that might look in terms of ako, specifically within the roles of tuakana-teina.

I believe that we have reached a stage where schools are expected to follow required pathways to form Communities of Learning/Kaui Ako. From there they can request professional development hours, and access externally-approved accredited facilitator support. Within this context schools are also expected to engage with and develop cycles of inquiry. It seems we could be trying to turn teachers into researchers through this process of cycles of inquiry.

I’ve spent the last 20 years seeing the work of a pedagogy which goes in there as “learners alongside”, working in an iterative manner. So that’s where I am at the moment, and I’m enjoying the space because it’s a space of learning for me. It’s a space of challenge and I think learning and challenge often go together, but what worries me is that the research is no longer recognised as important and the research itself is being handed to schools and teachers to involve themselves in cycles of inquiry at the classroom level. I wonder about the criticality of inquiry such as this; I wonder about the interface of those diverse students who we miss out at our peril.

**Can you name one standout learning experience that has made a real impact on you?**

Well, I got a growling once in public! We were engaged in the process of whanaungatanga for over an hour and a half and I learnt across to one of my colleagues and said, “If we don’t get this through we’re not going to be able to do what we need to do!” And Aunty Nan said, “Hoioi Mere; this is what we’re meant to do!” That was a beginning of me learning that we have knowledge, we have metaphors in te reo Māori that may well be more powerful in solving our problems than the ones that the colonial system has been trying out on us for a long time. Aunty Nan and I talked about that later and I remember in that discussion another very wise Tāhoe woman said, “You know, whanaungatanga is the intervention. It’s not just the cultural bit on the side, the brown frills ... it is the intervention”. That learning was a very powerful piece of learning. Here I was worried about ‘the stuff’: I was worried about me and what I had prepared and what I needed to get through with this group of teachers. So, what worries me today is that I’m expected to go in and be the expert, but the things that are culturally located and important for me as a Tāhoe woman, what happens to them? I’ve watched people engaged in whanaungatanga: I watch non-Māori see the importance of those relational contexts - created through whanaungatanga - for learning about each other. To me it’s the relational context that gets lost, marginalised, and made invisible. We go in, open up our box of tricks, we share them with people, we close our box of tricks, and we walk out the door. I’ve learned that expert knowledge without the relationships, Māori as well as Pākeha people will say, “Well that was interesting, that was great, that was fine, okay what’s next?” We want to effect change in a way that becomes deeply embedded, a new status quo; I know people are overusing this piece of rhetoric, but to continue doing what we’re doing risks wasting time and resource if it is not going to make the difference that we need at a system level and as a country.

**What is one real challenge that stands out for you, for us?**

I think that the biggest challenge that stands out for us still is that our voice is not being heard by sufficient people or by the ‘right’ people. It’s how our voice is disempowered, how our voice is not represented clearly enough, how our voice can be appropriated and used by others. It’s still the power imbalance under the Treaty of Waitangi that continues to see one group of people benefit more than the other. We are still a Treaty partner but the partnership is generally defined by the most powerful group in society. Students who have enjoyed and achieved education success as Māori are still saying, “Yes, education has worked for me but it’s not working for some of my mates and some of my mates aren’t Māori”. So, we know that education is working for some students who are Māori and who are prepared to play the game that is education. We know that it’s still not working for some Māori students who aren’t prepared to play the game but what these students are really telling us is that there are other students in our education sector who need the same, or a similar, response. So what I’m learning more about is what sits within the rhetoric that came out of Te Kotahitanga, because it was rhetoric: ‘what works for Māori works for all’. What does this rhetoric really mean? And, who holds the power to legitimate whose voice is heard? And so I do believe that is still our biggest problem: that our voice continues to be silenced in one way or another.
On the basis of your thinking and your reflections, what would be an aspiration that you have for Māori advancement?

The notion of Māori self-determination and cultural revitalisation that came through the kaupapa Māori movement, that’s still critical. The whole notion of revitalising and making normal things Māori, that language and cultural revitalisation I think is critical and exciting. It’s also the resistance: the resistance to the colonial agenda, so the decolonising of education - both of those things are still really important. I was very interested this year because I was invited to the University of Exeter in England and here are the colonisers talking about decolonising teacher education and I thought, “Wow! Why would I say no to that?” But we’re not talking about decolonising teacher education in New Zealand and here are the colonisers talking about decolonising teacher education, so I still think those two things are important: language and cultural revitalisation on the one hand, and decolonisation on the other. We still need to hold onto those kaupapa Māori aspirations from the 70s and the 80s.

If you were able to change one thing, an aspect of research policy and practice that you think could further unlock Māori advancement, what would it be?

The Ka Hikitia policy finishes this year when actually it’s been a policy for years without any support, but if we could throw some support behind Ka Hikitia, real support not just badges, not just the rhetoric, but if we could support schools to understand - because we know now what that looks like now - that would be the one thing: Ka Hikitia with support. There isn’t another country in the world, there isn’t another indigenous group of people who have a policy like that and it could spell the beginning of the end of inequity for Māori youth.

Mere, what is one achievement you’re really proud of, something that you really hold to your heart that you’re really proud of achieving?

That’s really hard because I have been privileged in having my achievements recognised. But I think the one thing that I am really proud of is my grandchildren. They are my biggest achievement but it’s also the thing that I haven’t achieved, if that makes sense, because when you look at education for the vital importance that it offers our future, we’re not there yet. Not just the future of Māori but the future of Pākehā as well, because actually, they can’t do it without us. And we’ve never wanted to do it without them, well we have in a couple of instances but we did that I think out of frustration and out of the need to protect what is rightfully ours. So, I think that the things I’m most proud of are my grandchildren because for me they are our future and they provide an opportunity for a different way of coming to understand the world where they do not have to apologise for being Māori, which was my reality. So yes, I’m very proud of my grandchildren and for the potential future that they represent and how we might all contribute to that future.

If you were to give one piece of advice for any budding Māori researcher, someone who perhaps was in a school like you were all those years ago and was at that point where they were thinking, “I want to do this”, what piece, or pieces of advice, would you give them?

Probably not leave a good job and go and be a researcher! No, I think the one piece of advice would be to seek higher qualifications; that for me helped me to understand ‘me’ and I think once you understand who you are and what you want to stand for then you are better placed to undertake your role, whether that role is as a teacher or a researcher or a mechanic or whatever. I’ve come to understand the importance of higher education. I certainly didn’t understand that when I left school but I think sitting alongside that, it’s believing in your innate potential to achieve at the highest level. So, it’s both of those things together; it’s not one or the other, and I think the belief in yourself to learn more so that you can aspire to higher things.

Mere, if you had to acknowledge people in your journey, is there a standout person or is it bigger than that?

Without a doubt, it’s kaumatua who I’ve worked with and continue to work with: they are my standout people because they’ve taught me that academic knowledge is one thing but actually it’s the cultural knowledge and wisdom as well, that is located in the elders, and the elders are in every community; those older, more knowledgeable, more experienced people. If I wanted to acknowledge an academic then it would have to be Professor Sir Mason Durie. He would have to be the standout person: when I’m not quite sure of where I’m going I always go back to his writings and I love his humility and I love his strengths and I love his wisdom.

Mere, this has just been such a wonderful interview. I have learned so much and feel very privileged. In closing, is there anything else that you’d like to add here, or comment on?

I don’t know that there is Sonja unless it’s to acknowledge people like yourself: it’s the sort of relationship that Māori have with each other and
having the colleagues around us who we may not work with on a regular basis, or not see for six months, twelve months, but who we are intimately connected with and I wouldn't want that to go unacknowledged. The people alongside us who are working in the same field as ourselves, who we respect and in some cases who we grow to respect - I think the importance of those people should be acknowledged. It’s having people to grow with; it’s having people to grow from, and the elders and Mason - I’ve grown from their learnings. I also think that growing our youth is so important, and our role in being the very best academics to promote learning of our students. How do we do that? How do we ensure that we are growing the next group of Māori academics who will replace us, and need to?

**Biography: Associate Professor Mere Berryman**

Ngāi Tōhoe, Ngāti Awa, Ngāti Whare

ONZM, PhD, MEd (Hons), BA, TTC

After more than 20 years in the classroom, Associate Professor Berryman changed direction towards a career as a researcher. In that capacity she was a research assistant and became the Director of the Poutama Pounamu Education Research and Development Centre; she was the Director of Te Kotahitanga professional development and became the overall director in 2012. She was the Director of Kia Eke Panuku from 2014 to 2016 when it finished. She is an Associate Professor at the Faculty of Education, University of Waikato. She has served on a number of national reference and advisory groups in fields of Māori education; conduct disorders, personalizing learning, literacy, assessment, and curriculum exemplars for learners with special needs.

Associate Professor Berryman has published extensively in her research fields of literacy and behavioural interventions in both Māori and English medium settings; oral Māori language and literacy assessment tools, earning her a national and international reputation. Drawing on kaupapa Māori and critical and socio-cultural theories she has collaborated with Māori students, their families and communities to assist school leaders to bring about change for Māori students and all students.

She has received a number of awards: Officer of New Zealand Order of Merit – for her contribution to education and Māori in education (2016); Amorangi National Māori Academic Excellence Award (2008); as well as group awards with the Te Kotahitanga research team: NZARE Group Award (2015); WISE award (2013); and with the Poutama Pounamu Education Research and Development team: NZARE Group Award (2004). In 2017, Mere was one of the three finalists in the 2017 Kiwibank New Zealander of the Year Award.

**INTERVIEWER PROFILE**

**Sonja Macfarlane (PhD)**

Sonja Macfarlane (Ngāi Tahu, Ngāti Waewae) is an Associate Professor in the School of Health Sciences at University of Canterbury, working as a Senior Research Fellow. Her research and teaching collectively focus on culturally responsive evidence-based approaches in education, psychology, counselling and human development. Sonja has previously been a classroom teacher, an RTLB, a special education advisor, and the national Professional Practice Leader: Services to Māori in the Ministry of Education, Special Education.

Email: sonja.macfarlane@canterbury.ac.nz
Practice Leader Role in Developing Resource Teachers: Learning and Behaviour Professional Identity through Induction
Joanne Arnold

ABSTRACT
This research paper centres on a professional inquiry across Resource Teachers: Learning and Behaviour (RTLB) clusters within New Zealand that explored the role induction played in the ongoing development of new RTLB’s professional identity. A review of the literature was timely as although the RTLB service has the RTLB Toolkit, induction practices vary across the country. There is no ‘set’ framework that all RTLB use, and evolvement of professional identity is not mentioned within the RTLB Toolkit. Through anonymous online surveys to both new RTLB to the service in the last three years, and Practice Leaders (PLs), participants shared key factors they believed supported the development of their professional identity through their induction framework. The research results highlighted six key components of an effective induction process that could foster professional identity growth. They were consistency of induction, clarity and understanding around what is professional identity, developing and maintaining trusting relationships, the importance of ako, Communities of Practice (COP) and the impact of RTLB training on professional identity.

Research paper

Keywords: ako, communities of practice, induction, practice leaders, professional identity, relationships, RTLB

INTRODUCTION
Becoming a new teacher/RTLB involves a process of ‘identity change’ (Palmér, 2016). One of the challenges I faced when I first became an RTLB after 22 years of teaching was around my professional identity. As an experienced teacher, I had an established professional identity; however, I now had to adjust and look at this through a different lens. RTLB are still teachers, but they are supporting ako differently; therefore my professional identity had to evolve. My concern was that I felt my cluster’s induction process did not formally support this and I was interested in seeing if this was a nationwide phenomenon.

Professional identity is multi-layered and continuously developing, but at the heart it is around who we are and what we do as teachers (Hsieh, 2015). I was interested in how PLs could support the development of professional identity of new RTLB through induction. Induction in this context is focused on what our role as an RTLB is. Kelchtermans (2009) describes professional identity as having key components which include the perception of the job and job motivation. I saw induction as an extensive framework of support; however, it would appear from professional discussions with new RTLB and PLs, that identity development is never quite explored, and for the most part, it is notably absent from the start.

Research demonstrates that induction that is ongoing and effective can be viewed as one of the most valuable exercises in supporting the transition of new teachers/RTLB into the profession (Gujarati, 2012; Kang & Berliner, 2012; Kearney, 2013; Serpell, 2000; Wojnowski, Bellamy, & Cooke, 2003). Within this review, induction is essentially a process of learning; in other words, making connections between learning opportunities and experiences, and creating goals around the Practising Teacher Criteria (Criteria) that every teacher/RTLB must meet within a three year attestation process.

As an RTLB PL, I have been involved over the last few years in supporting the induction of new RTLB into the service. Through observations and discussions, it appeared that the induction process of new RTLB should include opportunities for new RTLB to explicitly consider their professional identity and the shifts in their identities as they grow as RTLB.

1 A toolkit of information and resources that support clusters in their governance, management and professional practice. The toolkit includes information about avenues of support for RTLB. It also provides the policy and guiding principles for RTLB to which they must adhere (TKI, 2017)

2 The Practising Teacher Criteria (Criteria) describe the essential knowledge and capabilities required for quality teaching in New Zealand. They apply to all teachers in their everyday professional practice seeking to be issued with a full practising certificate, or renew full certification (Education Council, 2017)
The aim of this paper was to identify key indicators within the induction process of new RTLB that were crucial to support the ongoing development of their professional identity. At the heart of this was the examination of the role and support provided by PLs to new RTLB through cluster induction processes to support identity development.

**Background to RTLB Service**

RTLB are a group of specialised professionals who work interprofessionally with schools, teachers, agencies such as Ministry of Education Learning Support, and Years 1-10 students who experience identified learning and behaviour difficulties. There are forty geographically defined groups (clusters) across New Zealand employing approximately nine hundred and twenty nine RTLB (Ministry of Education, 2015). To become an RTLB, applicants need to be an experienced teacher (5 years or more) and gain a Postgraduate Diploma in Specialist Teaching through Massey/Canterbury Universities. This two year course has a strong focus on developing professional identity. This research examined if what the postgraduate programme was trying to do was actually occurring in the field i.e. was RTLB professional identity being fostered?

To become a PL, there is no set requirement around leadership experience or time as RTLB. PLs are “responsible for leadership, guidance and support of RTLB in their professional practice” (Ministry of Education, 2016, p. 47). Part of this role is the overseeing of the induction process. Induction is a multi-faceted process (Bickmore & Bickmore, 2010; Henry, Bastian & Fortner, 2011) and includes mentoring and coaching, supporting reflective practice, ensuring new RTLB have a commitment to evidence-based practice and are culturally competent in their practice.

**LITERATURE REVIEW**

**Induction**

Induction could be viewed as a ‘phase’, not merely a programme with a focus on teacher learning, not just teacher support/needs (Britton, Paine, Pimm, & Raizen, 2003; Feiman-Nemser, Carver, Schwille, & Yusk, 1999; Feiman-Nemser, 2001). For newly qualified teachers this period or phase can either be easily navigated or fraught with difficulties. The literature shows that teachers deal with numerous difficulties during their induction period such as poor mentoring, contradictions between theory and practice (Green, 2014; Henry, Bastian & Fortner, 2011; Kearney, 2016; Luit, 2007).

Currently, newly qualified teachers in New Zealand are supported by a key document entitled *Guidelines for Induction and Mentoring and Mentor Teachers* (NZTC, 2015). Previously, induction was viewed as a programme that provided ‘advice, guidance and emotional support.’ However, current concepts of induction conceive it as a reciprocal learning process which is co-constructional, providing opportunities for ‘learning conversations’ and focusing on evidence of teacher practice (NZTC, 2015). A role of induction is to strengthen the identities of participants by incorporating their past and present knowledge and learning into the practice of the community (Wenger, 1998).

Over the last decade, research has highlighted crucial elements of effective induction. These include:

- the one- to two-year mandated programme that focused on teacher learning and evaluation
- the provision of a mentor
- the opportunity for collaboration
- structured observations
- reduced teaching and/or release time
- intensive workplace learning
- beginning teacher seminars and/or meetings
- professional support and/or professional networking
- part of a programme of professional development

(Kearney, 2014, pp. 12-13)

These key characteristics are also evident within the *Guidelines for Induction and Mentoring and Mentor Teachers* (NZTC, 2015). This document emphasises that induction for teachers in New Zealand should: be tailored to the individual needs of the teacher; include regular observations of their teaching practice; include time for ‘learning conversations’ where the mentor provides feedback and helps to facilitate critical reflection by the teacher on their practice; and encourage to be part of the wider learning community (NZTC, 2011). While these are guidelines for teacher induction in New Zealand, Cameron (2007) argues that “comprehensive induction programs vary in their particular design, but essential elements include a high quality mentor program, on-going professional development, access to an external network of beginning teachers and standards-based evaluations of beginning teachers and the program itself”.

The role of induction with new RTLB is complex and while the RTLB Toolkit (2016) does provide expectations regarding RTLB induction there is no detailed framework or principles around induction.
Some of these references are “induction includes familiarisation with the cluster needs analysis and strategic plan” and “access to an academic mentor, to support the appointee during training” (Ministry of Education, 2016, pp. 43 - 44). As experienced teachers, RTLB also have to provide evidence against the PTC, yet the context they work in is different to that of a classroom teacher. Carroll, Fulton, Yoon and Lee (2005), Feiman-Nemser (2001), and Torbert et al., (2004) stress that teacher induction should not be a one-off event occurring within the early stages of their career, but rather that it should be ongoing and integrated into their professional learning journey. As experienced teachers, RTLB should view induction as an extension of their professional journey.

Anecdotal evidence from new RTLB suggests that there is a disconnect when it comes to transferring what they have learned as a teacher to their new role: their self-efficacy was affected. For instance, working closely with students and teachers does not necessarily transfer to working effectively with parents. Bandura’s (1989) concept of self-efficacy has been significantly linked with research around teacher induction (Duffin, French & Patrick, 2012; Garvis, 2009; Ross & Bruce, 2007; Tschannen-Moran, Hoy, & Hoy 1998; Tschannen-Moran & Hoy, 2001). Bandura (1977) claims that a teacher’s level of self-efficacy might not be the same for each specific task. For new RTLB, their level of self-efficacy is crucial. We could argue that increasing self-efficacy in new RTLB is a key reason for providing an effective induction framework that provides on-going feedback on performance.

Professional Identity

The term professional identity in relation to the teaching profession is one that has been the focus of numerous studies over the last decade (Heggen, 2008; Hsieh, 2014; Izadinia, 2014; Kreber, 2010; Luehmann, 2007; Palmér, 2016; Ruohotie-Lyhty, 2013; Settlage et al., 2009). For Feiman-Nemser (2001), one of the key purposes of teacher induction is supporting new teachers as they “gain and develop a professional identity”. As a lifelong learning process, identity is shaped by social relations and processes (Berger & Luckmann, 1991). One could argue that teacher identity is also shaped through social and occupational contexts, personal theories of teaching and perceptions of self (Kreber, 2010).

Professional identity within this review was seen as not the static property of a teacher but rather a practice that developed, changed, or was opposed as teachers negotiated forms of participation in a teacher community, built upon professional and experiential knowledge and recognising themselves as performing a professional role (Heggen, 2008; Izadinia, 2014). This development of expertise where new teachers/RTLB constantly set new goals and challenges, and form and reform themselves is part of identity development (Luehmann, 2007; Settlage, Southerland, Smith & Ceglie, 2009; Tsui, 2003). We can argue that professional identity does not occur simply from the build-up of experiences; rather it is a “path that is created as the individual moves from one event or context to the next” (Settlage et al., 2009, p. 105).

Even though there is no single definition of what constitutes professional identity, there are some common features:

• Teachers have multiple professional identities - RTLB would be different to a high school mathematics teacher, who in turn would be different to a primary school teacher (Beijaard, Meijer & Verloop, 2004; Sachs, 2001; Schifter, 1996)

• It focuses on the whole rather than on part of a person - it concentrates on the becoming rather than the knowing (Palmér, 2016)

• It is a continuing and dynamic process with multi influences from educational, social, historical and cultural contexts (Ponte & Chapman, 2008, Beijaard, Meijer & Verloop, 2004)

• It is neither totally collective nor totally individual - may share similar attributes, but goals and knowledge may differ

(Beijaard, Meijer, & Verloop, 2004)

A clearer view of how crucial professional identity is to all professionals including RTLB is gained when it is examined within a theoretical framework. One way of viewing the development and mentoring of professional identity is that it is a way each of us ‘stories’ ourselves over time through the contexts we work in and the interactions we have with people within these contexts (Kelchtermans, 2009). When devising an induction framework, Kelchtermans suggests focusing on fostering and supporting an individual’s self-esteem, their self-image, clarity around what is expected of their teaching role, job motivation, and supporting future directions and professional development (p. 257). It is important to note here that this is not an exhaustive ‘tick list’, but rather these five aspects are a continuum and are interrelated and dynamic.

It can be surmised that professional identity is perceived as a continuous process of understanding and re-understanding of experiences within the profession and the interactions with more experienced colleagues (Beijaard et al., 2004; Day 1999; Kerby 1991; Saka, Southerland & Brooks,
This new learning incorporates a vast array of “concepts and structures, conventions, processes, skills, pleasure, satisfaction and frustration, aesthetics, a sense of wonder, and perhaps other aspects into a unit of analysis” (Lerman, 2009, p. 157). It does not provide answers to the question of ‘who am I at this present moment?’ but, instead, it focuses on ‘who I want to become’ (Beijaard et al., 2004). One could argue that this new learning could include being part of a mentoring programme, contributing to CoP, participating in further professional development. It is possible through a formal induction program that these key aspects can be addressed by PLs. These links between induction and professional identity will be explored in the following section.

Building Relationships

The formation of collaborative, mentoring relationships between participants plays a vital role in the development of professional identity (Hall & Burns, 2009; Hattie, 2016; Kram, 1985; Lave & Wenger, 1991). By providing emotional and academic support through mentoring, PLs are ensuring they are helping to build professional identity through induction. Dobrow and Higgins’ (2005) research suggested that if a person has limited access to a network of support, then their clarity around their professional identity decreases.

Although traditional one on one mentoring occurs, there is now a stronger emphasis on multi relationships such as CoP and supervision triads. These more diverse networks can offer a variety of support, information, and resources for professional identity construction. (Dobrow & Higgins, 2005) Morgan, et, al, 2013 found that prioritising and fostering mentoring relationships with colleagues influenced “educator identity in practice and was evident in the shift in educator identity in practice towards valuing productive relationships in terms, creating a supportive culture in which people felt safe to ask for support and offer support” (Morgan, et, al, 2013, p. 264). When developing induction frameworks, PLs need to take the time to develop trusting relationships, to ensure that professional identity continues to evolve within their new RTLB. Their ideas and experiences should be validated (Day et al., 2006; Sowder, 2007).

The Role of Communities of Practice (COP)

COP are “groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly” (Wenger, & Trayner, 2015, p. 1). Researchers have identified the important role COPs play in the emergence and shaping of teacher identity (McGregor et al. 2010; Murray, 2008; Poyas & Smith, 2007). They argue that teacher’s identity is partially formed by their participation and discussions within a COP that provides opportunities for teachers to learn with and from others (Borko, 2004; Chou, 2011; Lieberman & Pointer Mace, 2008).

COP can also play an essential role within the induction framework of new RTLB as they allow RTLB to co-construct new ideas, share skills and learning, explore best practice and methodologies (Murray, 2008; Poyas & Smith, 2007) While PLs are not always the facilitator of COP, their role is multi-faceted. For some, the balance between meeting the needs of new RTLB and their ability and confidence to support and meet those needs are at odds. When establishing COP as part of induction frameworks, PLs need to ensure that they can guide reflection and work successfully in a group setting (Fresko & Alhija, 2015). They also need to acknowledge that providing adequate time is vital. A significant concern and tension for new teachers is trying to find the time to engage in COP and professional development (Murray, 2008; Ye, Bennett, McNichol & Merkley, 2015).

Impact/importance of Professional Learning

Opportunities to participate in professional learning development (PLD) and personal inquiry also play an important role in the induction and the ongoing development of individual professional identity. Research shows that a lack of knowledge and an inability to develop the skills to inquire and reflect can be due to the absence of an effective induction programme (Murray, 2008; Poyas & Smith, 2007; Williams & Ritter, 2010). PLD, whether it is formal or informal, provides new RTLB with a foundation of support. Professional identity is not a ‘fixed construct’, and its formation is ongoing (Sachs, 2001). Through feedback, inquiry and PLD, new RTLB can reflect on their ways of being and becoming (Wenger, 1999).

Cultural Contexts

Cultural competence is the acquisition of skills so that we are better able to understand members of other cultures in order to achieve best outcomes …. it is about being able to understand the people who we are going to deal with, as practitioners (Durie, 2003, p. 3).

When looking at induction and supporting the professional identity of Maori, being cognisant that a framework that has been used for mentoring/supporting Pakeha cannot and should not be imposed on another group, is vital. Research has shown that when inducting Maori within a Pakeha framework, participants need to be aware that if we layer one set of cultural values on those of another, unexpected outcomes such as resentment and dissension could...
be triggered (Raumati Hook, Waaka & Parehaereone Raumati, 2007).

METHODOLOGY

A mixed method research framework was used for this study. By utilising this ‘rigorous’ approach (Aramo-Immonen, 2013), equal priority was able to be given to qualitative and quantitative research (Greene et al., 1989; Morgan, 1998; Steckler et al., 1992).

A mixed methods study involves the collection or analysis of both quantitative and/or qualitative data in a single study in which the data are collected concurrently or sequentially, are given a priority, and involve the integration of the data at one or more stages in the process of research (Creswell et al., 2003, p. 212).

By utilizing this mixed method framework; cross validation, confirmation or corroboration of findings could occur within the one study (Creswell, et al., 2003).

Inquiry Questions

The focus of the inquiry was to answer the following questions:

• How can I as a RTLB Practice Leader support the development of new RTLB professional identity through induction processes?

• What are the key indicators I as a Practice Leader will need to address within the induction process to support professional identity of new RTLB?

Participation in the Study

This inquiry took place across RTLB clusters throughout New Zealand over the period of approximately one year. Before the research commenced, the inquiry proposal was submitted to the Massey University Human Ethics Committee and was deemed to be ‘low’ risk. Due to the nature of the inquiry, two focus groups were selected: RTLB new to the service in the last three years, and, RTLB Practice Leaders who were responsible for the induction process within their cluster. This ‘sampling approach’ allowed for the elaboration of insight from a population of interest (Menter et al., 2011).

An invitation to participate with a link to the online surveys (see Appendices A & B) was sent out to all forty RTLB cluster managers in New Zealand. I believed that the quality of the inquiry not only rested on the appropriateness of the methodology but also on the suitability of the sampling strategy (Cohen et al., 2007; Menter et al., 2011; Morrison, 1993; Mutch, 2013). By targeting my surveys to key RTLB who were involved with induction, I was ensuring that the data would be valid and relevant. Participation was voluntary and anonymous. It is unknown how many potential participants received the links; however, sixty surveys were completed with a response rate of 23 percent nationwide.

Data collection

The design framework used to gather data for the inquiry was the concurrent/convergent triangulation design (Figure 1) and the implementation of the data collection was concurrent; data was gathered simultaneously across the whole of New Zealand via online surveys.

Three Basic Mixed Methods Designs

Convergent Design

Figure 1. Three basic mixed methods designs. (Creswell, 2013)

A pilot of the online surveys was carried out prior to the inquiry by seven RTLB new to the service and two PLs within my cluster. I sought critical feedback, and then reframed questions and the layout accordingly. The pilot ensured that my surveys were not “fishing expeditions”, but instead were “devices for measuring variables” (Bouma, 1996, p. 64). Questions were devised that would gather both ‘hard’ data (closed questions) and stories/perspectives (open questions) from participants. Questions were also devised that provided opportunities for the participants to rank factors they deemed to be important to include in their induction, including scales of satisfaction (Likert, 1932). After piloting the survey, Likert scales were changed from a 5 point scale to a 3 point scale.

The online surveys were ‘open’ for six weeks, and, during this time a reminder invitation was sent out to all RTLB cluster managers as the response rate was low (under 20 surveys completed). A possible factor

3A group of RTLB who are employed by a lead kura/school and its Board of Trustees (BoT) within a geographical area of New Zealand. Although all RTLB in one cluster will be employed by the lead kura/school’s BOT, they may be located at other schools in the cluster area. (TKI, 2017)
at play was that the Education Review Office was conducting a nationwide review of the RTLB service during this period. Once the surveys were closed, the data was analysed over a period of five weeks, and the information was highlighted using concepts from the induction literature review as well as additional themes that continually arose across both PLs and new RTLB.

The thematic analysis of the data was guided by the initial inquiry questions (Menter et al., 2011). Themes were identified from the PLs and new RTLB surveys and then compared and interpreted together where appropriate. The thematic analysis allowed for the identification of developing connected views and ideas from both focus groups. This, in turn, allowed for common patterns to be labelled and isolated.

RESULTS

Demographic Data

Forty two new RTLB and eighteen PLs completed the online self-administered surveys. There was a geographical spread, with the majority of participants based in the North Island (71%). The predominant ethnicities of participants were New Zealand European (61%), Maori (24%) and Pasifika (5%), with 17 percent of the sample male and 83 percent female. The majority of RTLB clusters ranged from 41 percent having between 11-20 RTLB to 35 percent having 21-30 RTLB. Five percent worked in clusters with less than 10 RTLB.

The key themes that emerged from the data analysis in relation to the ways PLs can support the development of new RTLB’s professional identity through induction processes were: consistency of induction; clarity and understanding around the nature of professional identity; developing and maintaining trusting relationships; the importance of ako, COP and the impact of RTLB training on professional identity.

Consistency of Induction

Disparity of induction frameworks. Induction frameworks and implementation varied markedly from cluster to cluster. While 91 percent of all participants (both new RTLB and PLs) indicated that their cluster had a formal induction process, over a quarter (26%) stated that they had not participated formally in induction.

Impact of time. While 88 percent of all participants did meet formally around induction, the regularity and time dedicated to it varied greatly from cluster to cluster (Figure 2). Wanting consistency around meeting times was a recurring thread, e.g.: “I wish we did meet formally - usually it’s on a need-to-know basis or just in time!” (RTLB 5). Some PLs reflected on the time they had put aside for induction and felt that while they had met when needed, they had no formal set times and dates and they now felt that “in hindsight maybe we should meet more formally” (PL 13).

Figure 1. Frequency of Induction Meetings

Regular induction meetings that lasted between one and two hours were common (71%), however, what was discussed varied greatly. References to induction in the RTLB Toolkit (2016) include certain expectations such as “induction includes familiarisation with the cluster needs analysis and strategic plan” (Ministry of Education, 2016, p. 43). A popular element within RTLB inductions nationwide was a focus on casework (85%) and cluster procedures (41%). New RTLB felt ‘supported’ and ‘safe’ within their new role when a high focus was placed upon cluster expectations.

Culturally appropriate. A commonality amongst participants was that the majority of new RTLB (95%) felt that their induction was culturally responsive. New Maori RTLB felt that their PLs had a clear understanding around Maori pedagogy and that they were strengths-based and inclusive. Only three new RTLB felt that their cultures were not reflected within their induction. For them, it was only superficial elements such as having a karakia or kai at meetings that were deemed as ‘important’ by their PL.

Clarity and Understanding of Professional Identity

Lack of clarity around Professional Identity. Findings demonstrated a lack of clarity and understanding around the nature of professional identity and how it related to RTLB practice. Only a third of all participants felt that developing professional identity was part of the clusters induction framework, and another third were unclear if it was a focus at all.
When asked if they had a clear understanding of what their professional identity as an RTLB was after participating in their clusters induction process, just under half of the 42 new RTLB (48%) were able to answer yes, the rest were either unsure (26%) or replied no (27%). Feedback from some PLs indicated they had “never thought about including professional identity until now” (PL 18) and that it needs to be “done a lot better” (PL 16). There was similar feedback from new RTLB. For them, key themes were: “I wish our induction covered professional identity” (RTLB 5); “it is so important to look at professional identity as part of induction” (RTLB 23) and, “it would be good if it was consistent across the country rather than ad hoc as it appears to be now” (NRTLB 30).

**Important Factors.** In relation to the development of professional identity, new RTLB and PLs were asked to rank those factors they deemed to be essential aspects of an induction framework that would support the development of professional identity (Table 1). These factors were sourced from the literature review. There was a similarity of ranking from both new RTLB and PLs, which was encouraging. As can be seen from Table 1, there were key factors which all respondents identified as important. These will be examined further below.

### Table 1: Important Factors (n=60)

<table>
<thead>
<tr>
<th>Important Factors to be included</th>
<th>New RTLB (n=42)</th>
<th>Practice Leaders (n=18)</th>
<th>Combined (n=60)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being mentored by an experienced RTLB</td>
<td>37 (88.1%)</td>
<td>18 (100%)</td>
<td>55 (91.6%)</td>
</tr>
<tr>
<td>Having opportunities to co-work cases with experienced RTLB</td>
<td>34 (81%)</td>
<td>18 (100%)</td>
<td>52 (86.6%)</td>
</tr>
<tr>
<td>Having a trusting relationship with inductor (Practice Leader, etc.)</td>
<td>37 (88.1%)</td>
<td>14 (77.8%)</td>
<td>51 (85%)</td>
</tr>
<tr>
<td>Receiving feedback around RTLB practice</td>
<td>36 (85.7%)</td>
<td>12 (66.7%)</td>
<td>48 (80%)</td>
</tr>
<tr>
<td>Having a Community of Practice that looks at professional identity</td>
<td>33 (78.6%)</td>
<td>11 (61.1%)</td>
<td>44 (73.3%)</td>
</tr>
<tr>
<td>Previous skills and knowledge are valued and recognised.</td>
<td>31 (73.8%)</td>
<td>12 (66.7%)</td>
<td>43 (71.6%)</td>
</tr>
</tbody>
</table>

### Developing and Maintaining Trusting Relationships

**Relationship with Practice Leader.** In most cases, PLs were the key personnel in charge of implementing induction of new RTLB (74%). Both new RTLB and PLs reported that the relationship between them was for the most part, very positive: “My Practice Leader and I get on very well - it wouldn’t have worked nearly as well if we didn’t” (RTLB 17). New RTLB reported that they felt able to go to their PL for advice and guidance and that the relationships they formed were “strong” and were “built and established quickly” (RTLB 31).

**The role of mentors.** Alongside the PL, some clusters employed mentors or tuakana buddies to support new RTLB, especially within their first year (18.7%). These mentors/buddies often only had a few more years’ experience than the new RTLB and the support provided was, in the main, less formal and more responsive to need and current situations. New RTLB discussed how, through this intervention, they felt they were able to approach them often and that “manaakitanga” was at the heart of the relationships. (RTLB 35, 37, 39). Providing a mentor or ‘go-to’ person was also seen as a very valuable aspect of their induction and assisted with the growth of their professional development. New RTLB reported that having a buddy or mentor that they could access when needed ensured that they were “receiving affirmations” (RTLB 37) and had “peer to peer discussions” (PL 18).

**The Importance of Ako**

**Ako.** The notion of ako is described by the Ministry of Education as a relationship where the educator is also learning from the student and that participants are learning and sharing at the same time (Ministry
of Education, n.d.) The importance and value of this was highlighted by 90 percent of all participants, particularly in relation to new RTLB having an ako relationship with an experienced RTLB. This was usually either a PL or an experienced RTLB within the cluster who new RTLB felt they could ‘trust’.

**Co Working.** Having the opportunity to authentically co-work cases with experienced RTLB was seen as invaluable by all participants. “The best part of my induction so far” (RTLB 9). Over 41 percent of new RTLB reported that they were provided with the opportunity to co-work one or more cases and that this was extremely beneficial. Others (27%) explained how they were able to ‘shadow’ colleagues and see the various RTLB phases in ‘action’.

**Feedback.** For many new RTLB and PL respondents (78%), receiving feedback from their PL or experienced RTLB was deemed as an essential aspect of their induction. However; there was a variation around the type of feedback new RTLB reported receiving. (Figure 2)

![Figure 2. Types of Feedback Provided](image)

**Communities of Practice**

**Regularity of COP Meetings.** Although many participants felt that a lack of time was a key factor within their induction framework, the majority of clusters (88.3%) provided some form of a COP, with a focus on induction. As discussed earlier, (Figure 1.2) the regularity of these meetings varied across the country. However, there were some key themes that were identified as being important. One of these was the value of providing opportunities for questions to be asked - “having a forum to talk and ask questions .... can bounce ideas off each other” (RTLB 15). It is important to note here that this was indicated by the new RTLB participants (26.8%); Not one PL indicated that they felt providing a question and answer section within their COP was important.

**Recognising Prior Knowledge and Skills.** Ninety-three percent of all participants felt that their clusters recognised and valued their prior teaching skills and knowledge, and that this was often supported through COP meetings “I have never felt inexperienced, or under-qualified, all of our ideas are listened to and respected” (RTLB 37). PLs shared that these prior skills and knowledge were at the forefront when they allocated cases to their new RTLB. They also stated how this enhanced their clusters capability (28%) and supported national priorities such as supporting Maori teachers, students and whānau.

**The Impact of RTLB Training on Professional Identity**

**Disparity with Postgraduate Study.** Nearly two thirds of PLs (61%) stated that they were making ‘explicit links’ to the content covered in the postgraduate qualification. However, only 41 percent of new RTLB reported the same thing. Overall, only 47.4 percent of new RTLB believed that direct links had been made to the postgraduate qualification content as part of their induction. Forty-four percent of PLs gained their RTLB qualification prior to 2014, and 38 percent of new RTLB had yet to start the RTLB postgraduate study.

**DISCUSSION**

**Consistency of Induction**

One of the key findings was a disparity across the country in regards to the frameworks clusters use for induction of new RTLB. A possible reason for this is that while the revised RTLB Toolkit (2016) has certain expectations regarding the induction of new RTLB, there is no detailed framework or principles around induction.

A theme both new RTLB and Practice Leaders discussed within the research was the impact of time constraints on induction. This concern and tension around trying to find the time to engage in COP is not uncommon (Murray, 2008; Yeo, Bennett, McNichol & Merkley, 2015). When we reflect on the variation across clusters around time given to induction, it could be argued that PLs need to acknowledge and ensure that they are providing adequate time for induction.

It was somewhat surprising that access to and unpacking of the RTLB Toolkit (14.2%), professional readings (16%), a focus on wellbeing (11.9%), opportunities to share best practice (7.1%) and cultural issues (2.3%) were seen as low priorities. It would appear from this research that the majority of RTLB induction frameworks focus more on a ‘tick list’ of tasks to become familiar with (policies and procedures), rather than being a robust, authentic experience to allow growth and a transition into a
opportunities for situated learning is reflected in identity. The importance of induction involving development and growth of new RTLB professional as being very effective around assisting with the casework, was clearly identified by all participants RTLB, whether it be co-working or shadowing with Having opportunities to learn from more experienced mentors, PLs would be ensuring they are helping to build professional identity through induction. A key finding from the research was that there is disparity across the country in regards to the inclusion of professional identity “is not clearly identified within the induction process” (Pl 9), then it is not surprising that new RTLB are feeling unsupported around this (56.6%). Davey (2010) talks about a career on the cusp. For him, this ‘on the cusp’ phrase equates to the idea of “a professional life spent on the ‘verge’ of a community on the periphery, the edges, or the fringes, rather than at the centre” (p. 3). New RTLB, it could be argued as also ‘on the cusp’ and are in a time of change. PLs would be able to support this process of re-formation if they themselves have a clear understanding of the professional identity of RTLB.

One important aspect of an effective induction framework that supports the development of professional identity is the formation of collaborative relationships between participants. Lave and Wenger (1991) contest that learning involves the whole person and that the relationship that exists and the learning that occurs define that person. This could be argued to be true for induction and identity. If nearly three quarters of clusters within New Zealand have a PL facilitating the induction process (74%), we would expect to see the development of professional identity within our new RTLB; yet this is not the case. Fifty-two percent of all participants reported that they were either unsure of or did not know what their professional identity was. One of the core purposes of mentoring is to develop professional identity (Dobrow & Higgins, 2005; Hall & Burns, 2009; Kram, 1985). By providing emotional and academic support through establishing positive relationships and mentoring, PLs would be ensuring they are helping to build professional identity through induction.

Having opportunities to learn from more experienced RTLB, whether it be co-working or shadowing with casework, was clearly identified by all participants as being very effective around assisting with the development and growth of new RTLB professional identity. The importance of induction involving opportunities for situated learning is reflected in these findings. Lave and Wenger (1991) highlight the significance of newcomers being able to interact with more experienced colleagues, both formally and informally. This situational learning allows new RTLB to co-construct their professional identities through listening to others’ experiences and having their experiences validated (Day et al., 2006; Sowder, 2007; Williams & Ritter, 2010).

The importance of new RTLB receiving feedback from their PL or experienced RTLB was highlighted through this research. Professional identity is not a “fixed construct” but one that evolves and is ongoing (Sachs, 2001). We know that through effective, ongoing feedback, new teachers/RTLB can reflect on their ways of being and becoming (Wenger, 1999). This research reinforces the critical role feedback plays on learning (Hattie, 2016) and identity development (Sachs, 2001), and therefore, we could argue, should form part of effective induction.

This research reinforced the notion that COP play an essential role within the induction framework of new RTLB by offering opportunities for teachers to share new knowledge, tools, methods, activities and materials (Poyas & Smith, 2007) to complete team planning, teaching and supervision (Murray, 2008) and develop social interaction with other members of the community (McGregor et al., 2010). It highlighted that for PLs and new RTLB, COP allowed for professional dialogue to occur around the RTLB Practice Sequence (28.5%) and the unpacking of professional literature (35%). New RTLB did not appear to see their involvement in COP as a mentoring situation or an opportunity to share best practice; rather, it was an occasion to clarify casework (85%) and answer queries around study (35%). Within a COP the role of the facilitator is key. Their position requires them to be skilled in “group dynamics, emotionally intelligent, knowledgeable of how to promote reflection and skilled in coordinating group activities” (Fresko, & Alhija, 2015, p. 37). PLs; need to be cognisant of this when establishing their RTLB induction programmes and their COP.
of the content covered in the RTLB post-graduate qualification and a national RTLB induction framework, may allow individuals to become more agentic through effective feedback and support. It may also enable them to explore their changing identity with others (Hattie, 2016; Latta & Buck, 2007; Mutton, et al., 2011; Sachs, 2001).

It is interesting to note that of the eighteen PLs who participated in this research, nearly half of them gained their RTLB qualification prior to 2014. This, alongside the fact that 38 percent of new RTLB have yet to commence the RTLB study, may have contributed to the disparity across the country concerning induction and a perceived lack of explicit links made to the formal qualification within the induction frameworks. For those RTLB and PLs who had started or completed the post-graduate qualification, it is clear that links and connections have been made: “It has only been since starting study that pieces of the puzzle have started to come together” (RTLB 34) and “I did not really see the connection until I started studying” (RTLB 3).

CONCLUSIONS AND RECOMMENDATIONS

This research has highlighted some of the key factors that need to be considered when supporting the evolvement of professional identity through induction. The lack of clarity around what professional identity is needs to be addressed nationwide. PLs need to ensure that they have a clear understanding around what professional identity is as they assist new RTLB who are ‘on the cusp’ (Davey, 2010) of change.

It is clear that to develop professional identity as a new RTLB, PLs need to ensure that their induction process is robust. It is not a ‘tick list’ of tasks to become familiar with; instead, it is endeavoring to provide authentic feedback and COP that allow new RTLB to challenge assumptions and make new connections within a safe and secure environment. This process takes time. It is not a one-off event occurring within the early stages of their RTLB career (first few months), but rather that it should be ongoing and integrated into their professional learning journey.

Cluster managers and PLs needs to ensure that induction is valued and that time is put aside for COP meetings and attending PLD/training. However, alongside this is another vital component - establishing trusting relationships. It is essential that PLs know and value the prior skills and experiences their new RTLB bring with them to the cluster and use culturally-responsive frameworks of support.

Although this research took place nationwide, it must be noted that not all RTLB clusters, PLs and new RTLB to the service participated. It would be interesting to explore the relevance of these findings across all clusters, with the view of the RTLB service having a unified induction framework that not only supports but fosters the professional identity of new RTLB.

Ultimately this research indicates the important role PLs play in the development of new RTLB professional identity through induction. Induction is “the primary phase in a continuum of professional development leading to the teacher’s full integration into a professional community of practice and continuing professional learning throughout their career” (Kearney, 2013. p. 29). The ultimate aim of an effective induction programme is to enhance the new teachers’ skills and levels of self-efficacy (Ingersoll, 2012). This, in turn, ensures they “gain and develop a professional identity” (Feiman-Nemser, 2001, p. 1026). This study suggests that more emphasis and understanding around the role of induction and its impact on the development of professional identity of new RTLB is urgently needed.
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**AUTHOR PROFILE**

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**Jo Arnold** is an RTLB Practice Leader from Cluster 21 based in Gisborne. Prior to this, she worked as a primary teacher in numerous schools in New Zealand, Singapore and England where she was a deputy and assistant principal and/or SENCO. Jo has just completed her Masters in Specialist Teaching and has an interest in mentoring, developing and supporting professional identity in new teachers/RTLB.

**Email:** rtlb.joarnold@gmail.com
ABSTRACT

Physical education (PE) is often perceived as a learning area of lesser importance than others, for instance literacy and numeracy. Arguments for raising its status and gaining a greater share in the school day found on uncertainty as to just what is educational about it, and on the view that really it is no more than skill acquisition and improving fitness with a few games thrown in. The majority of teachers tasked with teaching it in New Zealand primary schools may have had very little or no specialist preparation in PE theory and pedagogy. It is increasingly being left to outside providers to step into the breach. This paper outlines a way of reframing PE that widens its scope and potential for learning, makes PE teaching much more accessible to teachers who do not see themselves as experts in this area, and may enable teachers of all levels and expertise to explore and enrich the PE experience of their students. This approach is summarised as going beyond skills and fitness. It is unpacked and located in relation to existing pedagogical approaches before recounting how it was enacted with several cohorts of initial teacher education students in a New Zealand university. Readers may find useful the table of PE activities and how they can be invigorated within creative and diverse contexts. This is a practice paper, and is designed to appeal to the demand of busy teachers for examples of the theory in action. But it is also a call for teachers to reflect on those practices, and in particular the implications of large scale abdication of teaching to non-professionals.

Practice paper

Keywords:
pedagogy, physical education

RECLAIMING: WHAT AND FROM WHOM?

Observing student teachers trying out an approach to PE, an experienced teacher approached the lecturer, put her hands on her hips and declared firmly, “Look, I’ve got a PE background and that’s just not PE!” This episode caused a few moments of reflection for the lecturer and some questioning of the approach being trialled: was it just misguided, or was it confronting taken-for-granted thinking in PE? Her response indicated some issues that schools and teachers need to deal with concerning PE.

Firstly, just what is PE? The experienced teacher may have been operating from a model of fitness, skills, sports and games. Is this what PE is? There is a chronic uncertainty about just what physical education is (McGuigan, 2015; Tinning, Kirk & Evans, 1993) which neither the 1999 Health and Physical Education in the New Zealand Curriculum (Ministry of Education, 1999) nor the New Zealand Curriculum (Ministry of Education, 2007) seems to have impacted. The socio-cultural frameworks of these curricula may have deepened the uncertainty (McGuigan, 2015). There is uncertainty too, about just what is educational about physical education (Tinning et al., 1993; Whitehead, 2013).

Secondly, who is best equipped to teach PE? Is it a curriculum area that can be effectively taught by teachers with little or no PE background, or should it be left to experts? A disturbingly large number of schools and teachers appear happy to leave PE teaching to the ‘experts’. A New Zealand wide survey “… confirmed that [external providers] have a strong presence within New Zealand primary school physical education identifying 638 providers active within the 113 schools” (Gordon, Dyson, Cowan, McKenzie & Shulruf, 2016, p.104). This should be a matter of concern (McGuigan, 2015; Pope, 2013; Williams, Hay & Macdonald, 2011). Not only are there doubts raised by teachers of the educational effectiveness of these external providers, such as alignment with the New Zealand Curriculum, outdated pedagogical approaches, and a lack of assessment and evaluation (Gordon et al., 2016), but there are the more serious implications for the status of PE as a learning area which could be seen as not needing to be taught by educational professionals. It is not a great leap from de-professionalising PE to wondering what other curriculum areas might be handled by non-professionals, on the basis that the generalist primary teacher feels unprepared and there are a host of private providers willing to step into the
A third issue concerns the status of PE in a crowded curriculum (Bennie & Still, 2012; Pope, 2013), perceived by many teachers to be a barrier to delivering quality PE lessons. The low educational status of PE makes cases for more attention and time difficult to defend (Tinning et al., 1993).

Sixteen of the teachers interviewed in the survey carried out by Gordon et al., (2016) referred to the negative impact the emphasis on numeracy and literacy and/or the introduction of national standards was having on the teaching of physical education.

To sum up, confused or limited perceptions of what PE is and what is educational about it, allied to a downgrading of its status such that teachers don’t need to teach it and other learning areas are seen as more important, harbour potential for significant educational malaise. Would an approach that makes PE teaching more accessible to generalist teachers raise its status or lower it? Would such an approach enable teachers to discharge their professional responsibilities more fully or dissipate them further? Would teachers with PE backgrounds embrace leadership roles within this approach, or reject it?

REFRAMING: GOING BEYOND SKILLS AND FITNESS

The intention of this practice paper is to present an inclusive and accessible model of PE that not only creates openings for generalist teachers to reconsider what PE actually is, and what is educational about it, but also restore the confidence to reclaim PE as a critical and essential learning area leading the way in the education of the whole child, integrated with, and contributing to, the other learning areas of the NZ Curriculum, and much too important to be left to external providers who are not educational professionals.

Let’s start by considering afresh the thinking of Tinning, Kirk and Evans (1993) who sought to take teachers beyond the limitations of skills and fitness as the only way of thinking about PE. They wanted to provide a framework for thinking about:

“... the educational potential of physical education and for countering the impoverished views of physical education that render it merely subservient and marginal to the competitive academic curriculum” (Tinning et al., 1993, p.56).

They referenced the work of Arnold (1979) in articulating a description of physical education as learning in, through, and about movement. This idea can be seen restated in the introduction to the Health and Physical Education learning area in the NZC (Ministry of Education, 2007, p.23). Critical to the Tinning re-conceptualisation is the notion of reflective consciousness: “… our ability as human beings to understand ourselves in relation to other people and things in the world, and to use this understanding to generate new knowledge…” (1993, p.57). They refuted the Cartesian dualism that conceives mind and body as separate and the latter subservient to the former. This dualism stems from Descartes famous assertion that, “I think, therefore I am”. Where this assumption of mind-body separation occupies an unexamined space in teacher and educator thinking, the physical education programme may be limited in terms of what teachers will teach and children will learn. Teachers may aim no further than acquiring and developing physical skills and raising fitness levels.

A physical education programme will necessarily be based around physical activity, and lots of it. What makes it educational is that it has a point at all times, and this point enables learning beyond skills and fitness. Learning in movement focuses on actional movements and kinaesthesia; for instance, in learning freestyle swimming, the about dimension might include acquiring knowledge of game rules and purposes to place the activity in a context, and learning through movement may include social, emotional, moral, and spiritual dimensions (Tinning et al., 1993, pp.61-62).

THE LINK TO PHYSICAL LITERACY

Twenty years later, Whitehead (2013) makes a case for physical literacy as a unifying and powerful conceptualization of physical education. She wants to put this forward to see how it can play a part in “… articulating, with conviction and clarity, the significance and value of nurturing our embodied capability …” (2013, p.37), and in removing the need to justify the inclusion of PE in the curriculum by reliance on extrinsic factors. As with Tinnings et al., (1993) this concept is built on a ‘monist’ (holistic) approach rather than a dualist position. Both Whitehead and Tinnings assert the importance of viewing the learner, the mover, as an irreducible whole. Physical literacy, therefore, is a disposition towards purposeful physical pursuits that are an integral part of lifestyle, based on relevant motivation, confidence, physical competence, knowledge and understanding (Whitehead, 2013, p.41). The subject area of physical education should be seen as important as any other because the “… learners’ embodied dimension is as worthy of development as any other human dimension” (Capel & Whitehead, 2013, p.40).
This holistic approach is certainly being advocated in the NZC when the scope of the four underlying concepts (hauora, attitudes and values, the socio-ecological perspective, and health promotion) and the four strands (personal health and physical development, movement concepts and motor skills, relationships with other people, and healthy communities and environments) are considered (Ministry of Education, 2007).

MOvement For Its Own Sake

Ross (2008) adds a further layer to non-utilitarian views of physical education when he argues elegantly and poetically for movement to be seen as an intrinsically motivated and justified activity. He casts doubt upon the traditional justifications of PE, such as health benefits, cognitive function, or fostering particular ways of playing conventional games. The benefits are indirect, intangible, and transitory. The joy of turning a cartwheel or climbing a hill can only be experienced, not learned as theory, nor stored for later use (Ross, 2008, p.64). If nothing else, accepting this view would encourage regular physical activity, but not for the usual extrinsic reasons such as increases in fitness or growth in skill.

Physical education should be seen as a form of “serious play” that provides opportunities for learners to engage with and make sense of the world and their relationship to it. Real physical education would have...

"... youngsters ... play for excitement, run fast for breathless pleasure; jump for joy; climb for thrills and views; throw, catch, and skip for the glow of accomplishment; and swing from bars, roll down slopes, and frolic in water to sense the sensual satisfaction of being alive" (Ross, 2008, p.65).

Theory Into Practice

Tinning, Whitehead and Ross invite the generalist teacher to go further in their PE teaching. Within these frameworks, the possibility exists for teachers to think about, plan and teach PE in a free-wheeling, unrestricted way, to be more permissive and adventurous in implementing the curriculum, perhaps in a way that ERO (August 2012) is now calling for. But as Risto Telama has noted:

“The gap between what we say we want to do and what we are doing in practice has been and still is the main problem in physical education, as it is in many branches of education” (Mosston, 2002, p.ix).

Much has been written about the theory-practice divide and what to do about it. Sewell (2012) suggests that the effective pedagogy of ‘Teaching as Inquiry’ (Aitken & Sinnema, 2014; Dana & Yendol-Hoppey, 2014; Dills, 1993; Ministry of Education, 2007) can bridge this gap. Teaching as Inquiry (TAI) enabled the student teachers referred to in the opening paragraph to investigate their growing craft knowledge in teaching beyond skills and fitness. Part of this TAI was to design or reinterpret physical activities and games and then imagine and practise ways of teaching them such that the educational dimensions could emerge.

Presented in Table 1 are some of these activities that were trialled by the student teachers and also in the gym at university. The territory that lies beyond skills and fitness is labelled as the context in this table. The idea of ‘context’ is developed here as going beyond its normal meaning of background. Context includes an alignment (Aitken & Sinnema, 2008) of educational aims, language and expression, and activities and resources. To be effective there also needs to be an alignment of questions, organisation, and management (Aitken & Sinnema, 2008). For instance, if the context was self-management or taking responsibility for learning, it would be an aligned opening for learners to establish their own goals for the session. Context could be lost if a lesson aimed at participation inadvertently excluded learners, for example, through excessive waiting time or skill level required, or through something as simple as the use of the first person singular by the teacher.

Context is not presented here as an additional layer of planning. It is intended to connect with and give expression to the four strands of the NZC. For instance, the contexts of co-operation or fair-play could align with the Relationships with Other People strand. The key concepts (KC) can also provide contexts for lessons in such a way that the KCs become vitally expressed in the lesson and in the learning that occurs. The KC of ‘thinking’ should find itself at the forefront of every physical education lesson as participants explore what sort of thinking actional movement engenders. Managing self, relating to others, and participating and contributing likewise should be resident in this learning area.

Hauora/PE is well-stocked with opportunities to integrate with other learning areas. Drama, dance and music are close neighbours, there are obvious links to science and social sciences, and, with imagination, mathematics and literacy can both contribute to and be contributed to in a beyond skills and fitness model. Context as used in the examples below provide a source of learning intentions that teachers may wish to draw on.

The ITE students practised establishing the context from the outset, usually with one or two open ended questions. In the Dead Wetas activity (see the table...
below) asking, “What species are threatened with extinction in NZ? Why?” introduces the context of sustainability as a space within which learning could occur. The context can be sustained by pauses during the activity to debrief and reflect, and by an aligned conclusion (Webster, Connolly & Schempp, 2009).

The table offers a range of contexts that could be explored in the activity and invites the invention of more. Those in **bold** have been trialled in class or in schools by the lecturer and/or the students. They are presented in isolation here for clarity given that this is a practice paper. This is in no way intended to suggest that they should occur in isolation from an integrated programme or larger units of study in Hauroa/PE.

Table 1
*Possible Contexts and PE Activities.*

<table>
<thead>
<tr>
<th>Possible contexts</th>
<th>Activity</th>
<th>Description</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Focus</td>
<td>Ha!</td>
<td>Stand knees slightly bent, upper arms parallel to floor and lower arm vertical. Anybody can call Ha! loudly, clap hands and jump to land on 2 feet. Everybody calls Ha!, claps, and jumps to face that person. Repeat randomly.</td>
<td>Warm up If two or more call simultaneously, turn and face the nearest. Debrief with reference to getting in tune with others.</td>
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<td>Timing</td>
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<td>Leadership</td>
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<td>Spontaneity</td>
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<td>Unity</td>
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<td>Fun</td>
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<tr>
<td>Focus</td>
<td>1,2,3</td>
<td>Leader calls 1=walk, 2=jog, 3= sprint, number repeated = reverse direction.</td>
<td>Warm up Can be played as an elimination game, but better to keep it inclusive.</td>
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<td>Taha Tinana</td>
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<td>Following instructions</td>
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<td>Thinking quickly</td>
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<td>Reaction times</td>
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<td>Mind-body unity</td>
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<tr>
<td>Teamwork</td>
<td>Hand soccer</td>
<td>Played on indoor court with volleyball or spongeball and small goals. Number two teams 1 to 4 (i.e. each team will comprise 4 mini-teams) Game must be played in silence. Ball may only be played with flat of hand. When “1” is called only number mini-teams play. When “2” is called “1s” leave the court immediately and “2s” continue etc. Goal is scored if ball is hit through goal. Penalise talking and fouls (e.g. deliberate kicking with foot).</td>
<td>Game Give teams planning time at several intervals, especially when <strong>Strategy</strong> is the context. Debrief is critical. Emphasise safety through use of peripheral vision. Teams randomly assigned or mixed ability. Rapid changes of players minimises focus on ability.</td>
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<tr>
<td>Focus</td>
<td>Paper scissors</td>
<td>Use lines of netball court teams begin at either end. One player of each team starts on whistle running on designated lines until they meet. Then play paper scissors rock. Loser goes to back of own line winner keeps going, but next member from losing team starts immediately to intercept. Players reaching opposing line score point.</td>
<td>Warm up Non stop game Issue is waiting time Use small teams</td>
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<td>Probability</td>
<td>rock relay</td>
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<td>Quick thinking</td>
<td>Chair tag (also known as Indian tag)</td>
<td>One team seated on chairs or forms alternating, 2 or 3 gaps in chairs for runners to run through. Limit size of playing court. Taggers can only operate on side of court they are facing. Runners can run to either side. Tagger tags teammates facing other way when runner runs to other side. When runner is tagged next team member starts.</td>
<td>Game Time the running teams. Team that lasts the longest wins.</td>
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<td>Rapid response</td>
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<td>Positive attitudes</td>
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<tr>
<td>Strategy</td>
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Creativity
Group work
Participating and contributing

Move it
In groups of 4 respond creatively to movement challenges. I min practise, then demonstrate. Move like an animal. Cross this space to a rhythm. Create a machine. Demonstrate silly walks. Build a statue in a park to a hero. Demonstrate a force of nature. Make the initial letters of your group names etc.

Warm up or warm down
Use music.

Co-operation, Teamwork Attunement
Blanket ball
Keep the ball from dropping through the holes for as long as possible.

Blanket / sheet with 5 ball sized holes.

Taha Whanau (adults protecting the child?)
Movement skills
Teamwork
Blanket ball
Catch the Tail / Mind the baby
Teams of 4. 3 join up (hold onto waist of person in front) and protect the last student. Front person tries to tag the rear.

Warm up
Context established with recount of times when older person/sibling protected you.

Taha Whanau
Taha Hinengaro
Fun
Strategy
Conservation
Dead Wetas
Divide class in to birds and wetas. If tagged by bird, weta lies on back waving arms and legs in air. Can be revived if carried by 4 wetas (1 on each limb) to mat. Wetas cannot be tagged if carrying another weta.

Warm up
Ratio of 1 to 5 birds to wetas. Begin at a walk as a warm up. A game equally suited to deeper learning is Trawlers where children simulate and modify trawling techniques to investigate the effect on fish populations.

The place to begin in planning a learning experience is with the first column, where the teacher selects or invents possible contexts for learning. We hypothesised that creating and maintaining a context is what triggers the deep learning in participants. This relates to Nuthall’s (2007) assertion that kids learn what they do. When they are co-operating in PE, they are learning co-operation. The way the lesson opens is therefore critical. If you can open with a question, students immediately begin co-constructing the context, and therefore the learning. For instance, an opening question for Blanket Ball might be, “Whereabouts in life is co-operation important?”

The ITE students created a wide range of contexts, and gathered evidence for the differences they made to learning through the process of Teaching as Inquiry. Some of the contexts investigated were:

Student voice, intrinsic motivation, problem-solving approaches, mind-body connection, teacher participation and modelling, sport education models, whakawhanaungatanga (supporting and caring for a knowledge-producing community), gender issues, building positive relationships through physical education, creating caring communities (the ethic of care), attitudes and values.

Andrew’s (pseudonym) group looked for ways to create a context that would build positive relationships through physical activity. What they did was not complex: asking open-ended questions, scaffolding specific group protocols, designing inclusive activities, and ensuring time for a student debrief of the learning. They were surprised and delighted at the results:

“... the classroom teacher, stated that she has observed improved behaviour both within the classroom and in the playground, as students displayed a willingness to work with students they previously would have avoided. They are also giving more astute answers to our questioning in debriefs regarding how games can be improved and goals achieved through working as a community, which is observable in video 1 from Sept 3rd. I was initially suspicious that the students had simply come to understand our inquiry, and were feeding us the answers they knew we were looking for, but [the class teacher] was adamant that this wasn’t the case, and that the students’ answers were genuine”.

Jo (pseudonym) shows how imagination can transform a game like line tag (she called it Escape the Game)

Backstory:
“It happened before any of us even had a chance … Our movement was now restricted to the lines beneath our feet, as orbs of evil rained from above us…”
The digital world had sucked us in.
We knew the only way out would be to defeat
the orbs of evil.
We had to get them through the petal portals in
order to escape this nightmare …
In order to escape … the game”.

The context is not explicit here but the participants
will all appreciate the difference that the powerful
world of the imagination makes to activity. Jo models
how students may invent new contexts that breathe
new life into well-known activities.

“LOOK, I’VE GOT A PE BACKGROUND AND
THAT’S JUST NOT PE’

The purpose of this practice paper was to outline
relevant thinking by selected PE theorists and give
examples of how their ideas might be put into
practice. The data that is presented here in the
way of a table of activities and the reflections and
descriptions of the ITE students is limited and there
is little pretence of a research methodology being
brought to bear on it. It is expected that if this
approach resonates then teachers will want to try it
out for themselves and, in the best traditions of TAI,
evaluate its effectiveness for themselves also.

In this paper, the intention was to show some specific
examples of how familiar PE games and activities can
be re-imagined with new-found relevance. Teachers
marginalised by their perceived lack of content
knowledge and skill may find a new confidence to
give full expression to the Hauora/PE learning area.
Perhaps students demotivated by the mindless focus
on high levels of physical skill and fitness will find
new joy and meaning in PE along the lines suggested
by Ross above.

It is hoped that teachers and schools will want to re-
evaluate their ready acceptance of outside providers
in PE and reclaim the learning area. This may now
be more likely because they can see themselves as
better placed to physically educate. The larger threat
to professionalism in primary education should also
be considered.

You may find that not everyone in the profession and
in the community welcomes this demystification,
hence the response from the experienced teacher
quoted in the opening paragraph. Such responses
are valuable though. They provide the opportunity to
examine our own practice and our beliefs about it.

This paper has advanced an ideal of physical education
that is educational if the movements involved trigger or
result from a reflective consciousness that is activated
and modified, or, in Whitehead’s terms, it involves the
development of the learners’ embodied dimensions.
The potential impact is on the whole learner in ways
that are unique to this learning area. In time, those
teachers who already practice from a similar model
or who choose to experiment with the approach
outlined here will answer for themselves the question
of whether this is PE or not.
REFERENCES


AUTHOR PROFILE

Graham Jackson

Graham Jackson lectures in Initial Teacher Education at Massey University in the Institute of Education. His background includes 11 years as a primary school principal and he has research interests in physical education pedagogies, teaching as inquiry, and conceptions of educational effectiveness.

Email: G.Jackson@massey.ac.nz
Teacher-Talk: Supporting Teacher Practice
Sandra Starr

ABSTRACT
Teacher-talk is a key tool for engaging students in learning. This report examines a process whereby data was used to support teachers in reflecting on their teacher-talk. The context for the study was a small rural New Zealand area school with predominantly Māori students and staff. Emphasis was on strategies that engage, in particular, Māori students. Analysis showed that a combination of data analysis and anecdotally reflection are, in combination, powerful tools for teacher development and change. Mixed methods observations in three participant-teachers’ classrooms were followed up with professional learning discussions. The combination of quantitative and qualitative methodologies proved a strong base for co-constructed reflection and goal-setting. It was clear, through the process used, that Resource Teachers: Learning and Behaviour (RTLB) can provide personalised teacher-directed professional development, using the inquiry model as a framework.

Keywords:
engagement, strategies, teacher-talk

BACKGROUND
As an RTLB in an area of predominantly Māori students, in schools in Māori communities, with teachers who are Māori, the focus of work must always promote culturally-relevant practice. This report discusses culturally-responsive teacher-talk, and how RTLB can support reflection and change by classroom teachers. The process was one of professional learning through collaboration.

Practice as an RTLB is often based around affecting change in the practice of teachers. Changing teacher practice can be difficult when teachers are increasingly busy, and schools are in a new professional learning landscape where they have limited control over their professional development. The relationship between RTLB and teacher is crucial to positive and sustainable change in the classroom.

The tension in maintaining positive relationships with teachers, when expecting them to initiate, contribute to, follow, and review planning for individual students, is an ongoing issue.

RTLB work as itinerant teachers supporting schools and teachers to enhance pedagogical and systemic practices, thus enhancing learning opportunities for all students (Ministry of Education, 2011a). As an RTLB, I was, therefore, keen to examine what I could do to support specific changes in teacher-talk, in ways that rely on more than anecdotally reflections on observed practice.

Teacher-talk is everything that a teacher says in the classroom. This includes content, context, tone and vocabulary. Positive, caring and interactive conversation and direction, created by teacher-talk in the classroom, is a key tool for inclusive practice, and, therefore, increases success in learning (Webster-Stratton, 2012).

LITERATURE REVIEW
Inclusive Education, Pedagogy and Learning
An inclusive responsive mindset is advocated as a key strategy for increasing student achievement (Ministry of Education, 2013). The Ministry of Education defines inclusive education as “where all children and young people are engaged and achieve through being present, participating, learning and belonging” (Ministry of Education, 2011a, p.1). The improvement in engagement of all students in a class, including Māori, is key to increasing their success at school (Ministry of Education, 2012). Teachers in New Zealand are required to promote a collaborative, inclusive and supportive learning environment, using successful strategies to engage and motivate students (Ministry of Education, 2013).

Inclusive school-wide practices promote quality talk and, therefore, engagement and success in learning (Booth & Ainscow, 2011; Edwards-Groves & Hardy, 2013). This is evident in classrooms where students initiate questions, and where teachers use varied techniques to explain and model. To be inclusive
It has boundless potential for better engagement in how classrooms function and how children learn. The written equivalent. Teacher-talk is central to communication, interaction and direction precede responsive. As children start school, verbal engage in discourse that is proactive and culturally-to support the learner, reframe behaviours, and to the sustaining of indigenous language and culture” (Bishop, Ladwig & Berryman, 2013, p.2).

Each school day may be paved with good intentions, however sometimes this is not enough to achieve success for all in the New Zealand education system (Bevan-Brown, 2006; Bishop & Glynn, 1999). The disparity between groups of students is continuing and we can, in the simplest ways, build better relationships by becoming involved in co-construction through dialogic discourse and being responsive to the indigenous culture in this country (Arguiar, Mortimer & Scott, 2009; Bishop, O'Sullivan & Berryman, 2009).

Te Kotahitanga (Bishop, Berryman, Tiakiwai & Richardson, 2003) has been a kaupapa Maori response to educational disparity. It centred on the need to engage teachers in rethinking their deficit views of Maori, and providing authentic student voice. The student voices in this research made it clear that when whanaungatanga (relationships through shared experiences providing a sense of belonging) and discursive practice are present, engagement can increase exponentially (Bishop et al., 2013).

**Engagement and Teacher-Talk**

Quality teaching is the most important influence that the education system can have on student achievement. Effective teaching and learning depends on the relationship between the teacher and student, and the teacher’s ability to engage and motivate the students (Ministry of Education, 2013). This relationship begins with verbal interaction (teacher-talk).

Focused and deliberate teacher-talk is well-documented as an essential component of effective teaching for better learning (Barnes, 2010; Simpson, 2016). Using varied interactions allows teachers to support the learner, reframe behaviours, and to engage in discourse that is proactive and culturally-responsive. As children start school, verbal communication, interaction and direction precede the written equivalent. Teacher-talk is central to how classrooms function and how children learn. It has boundless potential for better engagement in learning, better relationships and social learning in terms of awareness, conversation and respecting differences (Brown & Kennedy, 2011; Soholt, 2015). Teacher attention, encouragement and praise, of both social and academic behaviours, and the verbal and nonverbal encouragement to learn, to be kind, and to express oneself, are key aspects of teacher-talk. Such things engage, support and promote meaningful connections with students. Webster-Stratton (2012) talks about strengthening positive behaviours and engagement in learning by using structured, positive and responsive teacher-talk. The key is using “persistent coaching and encouragement” (p.496).

The improvement in engagement of all students in a class, in ways that motivate them to share, talk, and do, is key to increasing their success at school. Observation and modelling of the behaviours, attitudes and emotional reactions motivates and engages (Bandura, 1977). If we are dialogic in our discourse and if we are openly collaborative in our practice, then we can co-construct a learning environment (Bishop & Berryman, 2006; Saglam, Kanadli, Karatepe, Gizlenci & Gosku, 2015). That co-constructed environment is a reality that is inclusive and responsive and therefore more successful for all students (Ministry of Education, 2012; Wells, 1999). Effective teachers use and reflect on the strategies of dialogic discourse and co-construction (Webster-Stratton, 2012).

**Proactive Teaching Strategies of Effective Teachers**

The Incredible Years for Teachers (IYT) programme, widely promoted for New Zealand schools, emphasises the importance of proactive teaching practices to prevent disruptive and off-task behaviours (Webster-Stratton, 2012). The use of verbal and nonverbal cues of appreciation, re-direction, and of recognition, are key tools in building positive relationships in and around the classroom, and in fostering internal motivation (Webster-Stratton, 2008). Consistent use of individual, group and class praise and discourse promotes engagement across the classroom. Positive and neutrally-toned warnings, and helpful reminders, engage attention and promote a learning focus (Webster-Stratton, 2008). Consistency as opposed to severity is promoted as a form of social coaching. Being both academic and social, it develops self-esteem and a sense of commitment to individual learning, and to the collective output in the classroom (Webster-Stratton, 2008).

RTLB are supporting more positive and co-constructed learning. They do this by using varied strategies to analyse current practice, and by collaborating on authentic and relevant changes to style and level of teacher-talk. They are sharing
the decision-making and responsibility (Ministry of Education, 2011a). This relates to the planning and reviewing, as well as the learning outcomes. These behaviours and social skills are needed to develop free-thinking confident adults (Ministry of Education, 2013). A key component in this is the use of direct and indirect control of classroom interactions. Dialogic discourse has an “internally persuasive” nature (Saglam et al., 2015, p.322) of openness to adapting or transferring skills and knowledge between learning contexts.

**Dialogic Discourse**

Analysis has revealed that teachers using IYT strategies can give significantly fewer commands (monologic discourse) to target children, whereby compliance to teacher commands increases (Webster-Stratton & Reid, 2004). Dialogic discourse (co-constructed ideas) leads to divergent thinking, increased monitoring, and deeper learning. The need for dialogic discourse (Saglam et al., 2015) that supports learning and thinking, is a key aspect of teacher-talk for engagement. Dialogic communication is more sensitive and responsive (Dalli, White, Rockel & Duhn, 2011). Engagement is higher and more sustained.

Engagement is about how one relates and interacts with others, and, as a result, how one understands and explains those experiences (Bishop et al., 2006). Teacher-talk that encourages student-talk plays an important role in all classrooms: for verbal fluency, gaining confidence in different contexts, shared learning experiences that are equitable, and in cognition through engagement in learning discussions and tasks (Jones, 2010).

If teacher-talk and classroom discourse wholly reflect the dominant discursive positioning (wholly and insidiously found in colonised societies such as ours), systems of ignorance and oppression are reinforced (Bishop, et al., 2007; Smith, 1999; Walker, 1990). Māori are, then, continuously excluded from appropriate and culturally-appropriate and crucial educational opportunities. We, as educators, are asked to talk less, discuss more, and redirect rather than be authoritative (Jang & Stecklein, 2011; Webster-Stratton, 2008).

**Co-Construction**

Co-construction is shared (or constructed) learning through discussion, not direction. When working with Māori students and teachers, co-construction is embraced by the concept of whanaungatanga. Whanaungatanga in an educational context is about caring and learning relationships (Macfarlane, 2004). It is based on a shared knowledge and manaaki (caring, in a deeper sense) of who we are in our own world, and the world of the school (Macfarlane, 2004). Connected to this is the principle of ako. Ako is a dynamic form of learning (Ministry of Education, 2013). It is about a teaching and learning relationship where the teacher is learning alongside the student. It is a two-way process, based on the principle of reciprocity. As a recommended practice, it recognises the importance of shared talk (dialogic discourse), of discussion, and shared planning of learning (co-construction).

Ako reflects the ‘tuku iho’ (handed down) aspect of learning in that Māori have whanau, whenua and whakapapa as inalienable rights (Bishop & Berryman, 2006). In the classroom, then, relationships reflect prior knowledge and kaitiakitanga (‘caretakership’) of whanau, whenua and whakapapa (tangata whenua) (Ministry of Education, 2011b). They also reflect a reciprocity of responsibility in terms of relationship, sharing, and working. “Māori are ‘culturally positioned’ as learners” (Bishop et al., 2003, p.5). Ako reflects those dual relationships. This has a cross-cultural link to the dialogic inquiry model where learning is co-constructed (Wells, 1999).

**A PROFESSIONAL INQUIRY**

The focus question for this inquiry asked how can I, as an RTLB, work with teachers to develop greater awareness and self-reflection when using teacher-talk as a tool for engagement with Māori? Professional inquiry in education settings should lead to improved and sustainable teaching practices that recognise the principles of tangata whenua, whanaungatanga and ako. Johnston, Ivey and Faulkner (2012) describe the need to recognise that the smallest or most ordinary decision made in a classroom can affect the engagement and learning of children, and that we should not underestimate this. Authentic teacher-talk has a key role in building learning communities, on engagement, and on self-regulation. There is a need to nurture a strong emotional and social competence in young children as they grow to avoid disengagement from learning (Webster-Stratton, 2012). To do this, educators at all levels should nurture positive relationships with students, and be aware of the need for student voice in the classroom. Inquiry is needed into appropriate strategies that promote higher engagement in learning by Māori students.

**Methodology**

As an RTLB, I wanted to work with teachers to develop greater awareness and self-reflection when it comes to using teacher-talk as a tool for engagement with Māori students. Mixed methods research was
chosen to explore this topic as it allowed for an approach involving integrating both qualitative and quantitative data. The assumption was that the combination of approaches would lead to a greater understanding of the research question or problem, and to more collaborative and comprehensive analysis (Creswell, 2014; Menter, Elliot, Hulme, Lewin & Lowden, 2013).

The research was based on a social constructivist world-view, where interaction is a key element to existence. Authentic teacher-talk is a key tool in culturally-locating students, recognising their language and culture and experiences, and then building, with them, relevant and engaging learning opportunities (Bishop & Berryman, 2006; Arguiar et al., 2009). As learners participate in a broad range of joint activities and internalise the effects of working together, they acquire new strategies and knowledge of the world and their culture (Scott & Palinscar, 2013; Sullivan, 2011; Vygotsky, 1978). Observation and modelling of the behaviours, attitudes and emotional reactions of those we spend time with, will build confidence and knowledge of self. This motivates and engages (Bandura, 1977).

Methods
Observation was used as a flexible research method to collect both qualitative and quantitative information (Menter et al., 2013). The context and settings were the classroom of three teachers, as volunteer participants. Non-probability sampling (non-random sampling) was used to gather data in ways that were purposive (Creswell, 2014). It is convenience sampling in that the participants were readily available each day at school, and volunteered to participate (Creswell, 2013; Latham, 2007). They were selected based on the characteristics of being teachers, and being Māori. An introduction of the inquiry to all the staff of the school produced three volunteers, who worked with the researcher for a six-week period.

Quantitative data gathering allowed for a focus on the frequency of occurrence of behaviours related to teacher-talk. An observation proforma was created that collected ordinal data on teacher-interactions with students (individuals, groups and the whole class - Interactions With); teacher-interactions in terms of their status or style (positive, neutral and negative - Style of Interaction); and teacher-interactions that involve some form of dialogic discourse, and co-construction (Strategy of Interaction).

Both numerical codes and descriptive information were gathered. A numerical database was constructed. Data was collated using basic descriptive statistics to summarise them into manageable groups and to explore relationships between the variables. Data was transformed into diagrams based on frequencies in the form of percentages, which refined the raw data for clarity and meaning (Menter et al., 2013).

Qualitative data were gathered in the natural context of the classroom, in the form of anecdotal notes and comments. In this way, supplementary information supported the analysis of quantitative data by giving greater awareness of key issues towards improved teacher practice. Qualitative research helped describe perspectives and behaviour that had immediate meaning for participants (Savin-Baden & Major, 2013).

Human ethics approval procedures for the inquiry were completed in alignment with university guidelines.

Data Analysis
Data were analysed through an inductive analysis process. This was reflective of the grounded theory approach where data were coded, and sorted into themes for teachers to reflect on, towards improved teacher-talk (Creswell, 2013; Menter et al., 2013). Interconnecting levels of data were categorised, building a ‘story’ of classroom life. Emphasis was placed on analysing the data, generating explanations, and developing next steps for better engagement. The professional learning sessions were ‘kanohi ki te kanohi’ (face to face), and in a discussion/collaborative format.

Site
The site of this study was a co-educational area school (Y1-10) in rural New Zealand. The school is Decile 1, with a roll that is 98 percent Māori, 2 percent European. Professional learning conversations were had with each teacher, and goals for better engagement were co-constructed. Post-data were collected and analysed in terms of any changes made. Participants contributed to the post-analysis as a group. The three participants were Teacher 1(T1 – Year 1 students), Teacher 2 (T2 - Year 2-4 students) and Teacher 3 (T3 - Year 8-10 students). All were fully registered New Zealand-trained teachers. All three were Māori, and were from the community in which they teach.

FINDINGS AND DISCUSSION
Observations were made, interactions analysed, professional learning discussions held, and next-steps developed collaboratively.
**Changing Teacher Practice**

Observations, followed by professional learning discussions, proved successful within the constraints of the inquiry timeframe. All three participants showed change in how they interacted with their students. Findings are derived from professional learning discussions and the shared discussion following the post-data analysis.

**Teacher One (T1):** After the pre-data period, I showed T1 examples of how she was using specific praise and feeding-forward so that the students knew what the expectations were. T1 was using ‘we’ to co-construct new expectations, using questions to re-direct disengaged students, and was a strong user of individual student names, as recognition of their belonging and importance (whanaungatanga).

We discussed goals around the dual use of class interactions (as recognition and as reminders), the use of questioning to promote dialogic discourse and co-construction, and the consistency needed in using a school-wide reward system. Anecdotal evidence and responses led to an increase in awareness and commitment to consistency, and to varied levels of interaction, to engage students.

This was evident in the quantitative data analysis in the post-data gathering period. T1 showed an increase of 8 percent in positive comments. By focusing on a more specific style of praise, T1 lessened the need for negative comment as shown in Figure 1.

Changes were achieved by using more class-level specific praise (Figure 2). This happened alongside a continued reliance on individual interactions. This served a dual purpose of building the collaborative nature of her groups in a newly configured class of Year 1 students, and bringing students back to task proactively and positively.

**Teacher Two (T2):** After the pre-data period, I acknowledged the high-level modelling of good manners, the use of specific praise, and the use of both verbal and non-verbal strategies to engage/re-engage e.g. looks, moving closer, eye contact, ‘Ka pai’. I also acknowledged the strong use of questioning in the guided reading programme. With
T2, I discussed the setting of learning intentions and success criteria as a tool to engage students, to support the development of independent learners, and as a re-direction tool if needed. The co-construction of goals was also in the context of extending levels of questioning especially with regard to kaupapa mahi (topic work).

Some change occurred. T2 was actively practising monitoring and scanning the classroom as discussed, and increased the amount of positive specific praise by 6 percent over a three-week period, significant in such a short timeframe (Figure 4).

Figure 4. Changes in style of interactions by T2 following professional learning discussions.

T2 used specific praise with individual students well, and often, from the outset. Co-construction of the change-goal was around the need to use group recognition to build cohesiveness and independence in groups, supporting the principles of ako and whanaungatanga. The goal was that students learn together and from each other, not just from the teacher. The teacher-talk to the group increased by 6 percent (see Figure 5).

Figure 5. Changes in interactions by T2 with individuals, groups and the class following professional learning discussions.

T2 continued to use a teacher-talk style focused at an individual level, and was moving to include a more varied and global style. The use of class-wide strategies for interaction was a co-constructed goal that showed a small change. When the small amount of change was discussed, the teacher explained that she needed more time to process the change, and was confident to move forward with this. The use of dialogic discourse and co-construction continued throughout the observation periods (see Figure 6).

Figure 6. Changes in number of noted uses of dialogic discourse and co-construction of learning by T3 with individuals, groups and the class following professional learning discussions.

The teacher has expressed a need for more professional learning on how the literature can relate to practice in a junior classroom.

Teacher Three (T3). After the pre-data period, I acknowledged the strong use of questioning to re-direct the distracted, the use of both verbal and non-verbal strategies to engage/re-engage, and the strong use of dialogic discourse and co-construction across the curriculum. With T3, I discussed the sharing of the intent and success criteria for the learning. Students then have clarity, and can develop self-managing skills, taking responsibility for their learning. A change-goal to give clarity in terms of
clear predictable rules and specific praise was co-constructed. Resources, in the form of examples of questions to extend thinking, were provided to support further deeper questioning for the extension of more-able students.

Post-data analysis showed that T3 made changes in terms of being more specific in recognition and praise in a neutral way, as opposed to positive in a general way. The specificity of the praise was challenging for the teacher. A co-constructed goal was to use specific praise not just to recognise individual effort but to bring others back to task. The 10 percent increase was noteworthy in such a short (three week) time period (see Figure 7).

![Figure 7](image)

*Figure 7. Changes in style of interactions by T3 following professional learning discussions.*

Class-wide generalised interaction lessened as a result. Increased specific praise is using teacher-talk more effectively as a proactive teaching strategy. Teacher-talk in terms of level of interaction (Interaction with) showed a small increase of individual interactions (see Figure 8) as the teacher tried to be more specific in her style of praise and recognition.

![Figure 8](image)

*Figure 8. Changes in interactions by T3 with individuals, groups and the class following professional learning discussions.*

T3 showed a consistent and high level of dialogic discourse and co-construction with her students, at individual, group and class level throughout all observation periods (Figure 9).

![Figure 9](image)

*Figure 9. Changes in number of noted uses of dialogic discourse and co-construction of learning by T3 with individuals, groups and the class following professional learning discussions.*

The “messy and dynamic” nature of having these extended conversations with students made it difficult to take note of each and every interaction (Nichols, 2014, p.74). The teacher was skilled and passionate about these proactive strategies, and was familiar with the literature around the use of these strategies with Māori students.

**Qualitative and Quantitative Data**

The use of both qualitative data and quantitative data to co-construct an intervention was generally well-received by participants. Teachers responded positively to individual presentations of both qualitative (anecdotal) and quantitative (graphed numerical values) data, in slide-show format. The visual element was a key component in promoting discussion. Teachers openly discussed the feedback-feedforward style of the presentation, and opinions varied on the usefulness of both forms of data.
The graphs and the notes were a strong visual aid, leaving more time focused on what the data meant (analysis), where it came from (literature) and next steps (co-construction of change-goals). Post-intervention comments showed a reflective approach to analysis by participants. They were committed to further learning and contributed suggestions and questions to the group when we met for a final review of our process.

All teachers expressed the belief that the off-site meetings (for professional learning discussions) were valuable as it meant they could concentrate without interruption. They all also said that there was not enough time between data-gathering and analysis meetings to implement everything they had intended to, and that more work on this at a later date would be useful. We also discussed their desire to have in-depth discussions, along the lines of this inquiry, at staff level in the school. This discussion came as feedback as the inquiry process was completed, and although not part of the initial planning, was valuable in terms of the ongoing relationship with the RTLB working in the school.

Learning from Literature

The combination of data and literature was less successful due to time constraints. The teachers were more interested in the forward-thinking co-construction than linking it to literature. School-wide professional development in recent history, at this school, has focused on pedagogy (principal-led), and on assessment practices across the school (Ministry of Education-led). The teachers were, thus, not completely open to making the connection in such a short timeframe. Just as quality teaching is crucial to student achievement, quality relationships between RTLB and teachers are crucial to engaging teachers in the change process (Ministry of Education, 2013a, 2013b). This relationship begins with open interaction. Ongoing RTLB presence in their classrooms was a key reflection point for the participants as they identified that their understanding and use of proactive strategies needed further support and learning.

The greater part of the discussion centred on the ‘embeddedness’ of tangata whenuaata, ako and whanaungatanga. The research behind discourse and co-construction was important, in that all three participants showed competency in combining these approaches. They asked the question “Is it because they are whanau? Do they do this by instinct?” The consensus was that “yes” it could be, and that modern teaching practice also leads all teachers to these strategies. The dichotomy of the dual role of ‘aunty’, and of teacher, in front of a class of students who are whanau, was discussed. There was less confidence in the ability and need to separate these roles. No data supports either viewpoint. It is a dichotomy found in many schools in this region. To support teachers and whanau, these relationships should be transparent and open. One participant acknowledged that at times the roles are confused in her dealings with students. For Māori students, successful learning involves the inclusion of Māori values and world view, clarity and openness in discourse, and respectful relationships built on shared stories. There was consensus that there is a need to underpin the context of the classroom with the principles of tangata whenuaata, ako and whanaungatanga: the viewpoint here being the embeddedness of whakapapa, and the evidence-based positivity of co-constructing learning.

Positive Relationships

Through this inquiry process, it was possible to support change to teacher practice and maintain positive relationships with teachers. The study provided personalised teacher-directed professional development that changed teacher practice in small increments. Teachers changed aspects of their teacher-talk, and were reflective of their own styles and strategies. They acknowledged the presence of support coming into the school, and reflected on how a ‘buddy’ system in the school could produce ongoing checks and supports. As the participants acknowledged, proactive and varied strategies are effective. Ongoing professional learning and support is needed to make even the smallest steps of change sustainable.

RTLB interventions in classrooms, and the related planning and review processes, can test relationships with overworked teachers. It was found, in this inquiry, that by using varied approaches to observations, by being open and collaborative, and by being strengths-based, the tension could be eased. Using ‘hard data’ (numerical values, graphs, percentages) can be perceived as confrontational or judgemental. Using soft data (anecdotal, situational) can be seen as subjective and opinion (Menter et al., 2013). The combination of the two approaches lessened these impacts and created a more collaborative environment for goal setting for change.

The Professional Inquiry Model

The model aligns with RTLB practice through the RTLB sequence (Ministry of Education, 2012) that gives all RTLB a structured process of referral, implementation and review. The RTLB practice
sequence is inclusive and collaborative. It is a reflective and responsive model. The sequence of building relationships, data gathering, analysis, goal setting and implementation and review is an inquiry model in itself.

Findings reveal implications for ongoing RTLB support of teachers. Participants in the study recognised their need for ongoing personalised professional learning. The RTLB Toolkit sets the expectation for schools that RTLB will provide practical advice and support in terms of increasing teacher (and school) capability (Ministry of Education, 2011). The parameters of this role are guided by the principle of evidence-based practice, where tika (research), pono (practitioner knowledge and skills) and aroha (what whanau bring) work in combination to plan for improved outcomes for our young people (Ministry of Education, 2011a). My experience as an RTLB suggests that there is an increasing need for a more diverse evidence-base of possible tools and interventions in schools. RTLB can use inquiry models and processes to provide this evidence-base at a local level. The use of Ministry-supported portals to share successful inquiry models and outcomes would allow for educators to share best practice in a reflective and professional manner. Until this happens, as RTLB, can use our knowledge and skills, and evidence-based strategies, to support effective and proactive teaching in our schools.

**LOOKING FORWARD**

Looking forward, schools and teachers need leadership that promotes whole-school change and whole school pedagogy based on community aspirations (Bristol, 2015; Edwards-Groves & Hardy, 2013; Saglam et al., 2015). The Ministry of Education is changing the way schools access professional learning opportunities (Ministry of Education, n.d.). Increasingly, RTLB are filling the role of providing personal teacher-specific professional learning as schools sign up for Ministry of Education-directed school-wide approaches (Ministry of Education, n.d.).

This inquiry created a model for using both qualitative and quantitative data to construct a ‘picture’ of the now, and to co-construct forward planning. It is a model that could be used in full, or in part, to change teacher-talk in the classroom.

**Feedback**

Giving feedback to teachers can be a source of tension. It can be perceived as judgemental and needs to come from a strengths-based approach. The one important thing about feedback is what is done with it (Wiliam, 2016). Feedback in its best form, not only gives feedback but feed-forward. To expect a teacher to sustain change, there is a need to recognise current and positive performance before moving teachers forward. This inquiry model provides a framework for responsive and proactive support in the form of feedback through co-construction. It is therefore relevant to RTLB practice in other schools and contexts.

**School-wide Learning and Pedagogy**

There is a need to place the model in the context of the literature and research. This needs to happen at a school-wide level (Timperley & Alton-Lee, 2008). RTLB, nationally, are involved in providing school-wide support in areas that relate to casework. A proactive cluster would embrace such practices as effective use of resources towards sustainability of interventions.

**Evidence and Aspirations**

“Raising the bar and closing the gap requires a number of shifts in thinking” (Timperley, 2011, p.180). The evidence for ‘shift’ can be multi-levelled, as discussed earlier, through tika, pono and aroha (Ministry of Education, 2011a). A significant effect on student outcomes comes from the promotion and involvement in learning by leaders. As communities of learners, principals, teachers, RTLB, students and whanau need to discuss shared aspirations, evidence and direction, regularly and vigorously. As educators, we want learners who are “active participants in a learning community” (Saglam et al., 2015, p.322). We, then, can model this by developing interventions that are evidence-based and co-constructed. The RTLB service, nationally, has a key role in leading and supporting increased achievement in our schools. RTLB and teachers can make sustainable change in practice, and in outcomes for students, predicated on trustful relationships.
REFERENCES


Weaving educational threads. Weaving educational practice.


**AUTHOR PROFILE**

**Sandra Starr**

*Sandra Starr* is an RTLB and Practice Leader in RTLB Cluster 1, Te Tai Tokerau. She is of Ngapuhi and NZ European descent, and lives in the Bay of Islands.

**Email:** sandras@farnorthrtlb.co.nz
ABSTRACT

Before graduating from my year as a student in an initial teacher education programme, I am tasked with demonstrating my ability to show how I am able to achieve equitable outcomes for ‘priority student groups’. My success or failure in this hinges on a number of factors. Arguably, the most important factor is the quality of practice I observe during this time. In this paper, I describe my experience in a secondary geography classroom where my teacher mentor places the learners at the forefront of her professional decisions. I highlight differentiated learning as it is applied to a diverse group of students. The effective use of teacher resources to support differentiated learning are identified and the influence of the opportunity to see this practice is discussed.

Practice papers

Keywords:
classroom, differentiation, diversity, learning, student teacher

INTRODUCTION

This article highlights the importance of student teachers receiving opportunities to observe and experience practice that aligns with literature describing effective ways to meet the needs of diverse learners in New Zealand classrooms. In particular, student teachers need to be able to observe their mentors using evidence-based strategies to engage priority student groups. This is especially important for students in secondary schools, where national qualifications like the national certificate of educational achievement (NCEA) provide multiple opportunities for students to achieve success at a range of levels.

INITIAL TEACHER EDUCATION PREPARATION

I am a student teacher studying in a Masters-level initial teacher education programme (ITE). In a move aimed at raising the quality of ITE in New Zealand, the government made funding available for the establishment of ‘exemplary’ postgraduate programmes. These programmes were tasked with achieving outcomes that included graduates demonstrating “agency to achieve equitable outcomes for priority student groups” (Ministry of Education, 2015 n.p.). Priority learners are described as:

… groups of students who have been identified as historically not experiencing success in the New Zealand schooling system. These include many Māori and Pacific learners, those from low socio-economic backgrounds, and students with special education needs.

As a prospective secondary school teacher in one such programme, I am required to understand how I can operationalise this aspiration. I must demonstrate that I am able to meet each of the graduating teacher standards (GTS) including the global requirement for me to “understand the critical role teachers play in enabling the educational achievement of all learners” (Education Council, 2015, n.p.). In this article, I describe the ways in which my teacher mentor (TM) - with whom I spend two days each week, and a longer teaching block of seven weeks - provides me with a model to motivate and enthuse priority learners while ensuring the learning is accessible to all. Finally, I describe the effect observing this mastery has on my emerging practice.

Priority Learners

The Ministry provides a wide range of strategies and resources that aim to support New Zealand teachers develop learning environments that provide meaningful participation for all students within the classroom. To achieve this, teachers need to make decisions around curriculum content and level, environment, teaching and learning materials, and responses expected for and by students (Ministry of Education, 2016). An effective means of doing this is through the provision of a differentiated programme. Timperley (2009) suggests that differentiation requires the teacher to move from being a "routine expert" to an "adaptive expert". Research suggests that addressing diversity within the New Zealand classroom is extremely complex, and while there is no panacea for ultimate classroom success, there are solutions that warrant widespread implementation (Robertson & Earl, 2014).
Differentiated Instruction

In the classroom, diversity may be reflected through students’ complex social, behavioural and psychological needs, cultural identity and academic competency. Tomlinson (2014a) explained that differentiated instruction responds to classroom diversity and attempts to answer the question, “How do I divide my time, my resources and myself so that I am an effective catalyst for maximising my talent in all my students?” (p.2). Furthermore, she suggested that differentiated instruction should not necessarily be considered a teaching discipline or a strategy for teachers to promote in the classroom, but as a philosophy pillared by a set of beliefs. According to Tomlinson, these beliefs include recognising that student readiness to engage with tasks varies, as do the students in terms of their interests, life experiences and life circumstances. She further described the impact these differences have on students’ learning, the pace they learn, and ultimately, whether or not they fulfil their academic potential. Tomlinson highlighted the importance of students receiving adult support, identifying connections between the curriculum and their personal interests and life experiences, and of the need for them to experience classrooms in which they feel safe and valued. She described differentiated instruction as a means of meeting the needs of individual students, through opportunities for differentiated content, process and product (Tomlinson, 2000).

Differentiation in the Classroom

Literature relating to differentiation and curriculum suggests there is a paucity of research around differentiated learning in the geography classroom in New Zealand. Much of the extant research on differentiation relates to primary classrooms (Hillier, 2011), describes international practice (Hsieh, 2016; Latz, Speirs Neumeister, Adams & Pierce, 2008), or relates to other curriculum areas, such as music (Hillier, 2011; Standerfer 2011). However, two recent studies have considered the role of differentiation in geography classes, with one describing teacher outrage at an initiative that removes differentiation from student learning in geography. Dunn and Darlington (2016) identified teachers’ perceptions of the impact of removing ‘tiering’ from geography examinations. Practice has previously allowed for teachers to tier student learning by offering either ‘higher’ or ‘foundation’ learning or examinations. However, changes to the examination system will mean that all students – regardless of their ability – will be required to sit exactly the same examination. Teachers in this study argued that, while they may find it challenging to differentiate the learning, this change to examination practice will negatively affect students’ examination performance.

Swanson and Pose (2016) identified and described the challenge for teachers of geography when planning to differentiate a field trip. Their practical approach to providing a resource for teachers considered those learners who may be gifted and talented and those who may have learning or physical disabilities who require a differentiated curriculum. Importantly, this article provides practical suggestions for these teachers to enable students in their class to participate in learning experiences both inside and outside of the classroom.

One additional study focused on the integration of a revised version of Bloom’s taxonomy (RBT) and Gardner’s theory of multiple intelligences (MI) as a framework for differentiation in the classroom (Noble, 2004). Sixteen teachers working with students of various age groups were provided with a matrix incorporating RBT and MI that was used to develop a differentiated lesson plan. The research indicated that by combining MI and RBT teachers gained a better comprehension of their students’ intellectual capabilities. Moreover, teachers found the MI/RBT model a useful tool for adopting a differentiated environment in the classroom and students felt the teacher’s new approach to be encouraging and meaningful (Noble, 2004).

Classroom Context

As an important component of my teaching practice, I am required to make formal observations of my TM. Following each of these, we meet and discuss what I have observed alongside my learning from initial teacher education courses. All observations and data collected during practicum are guided by New Zealand Association for Research in Education (NZARE) ethical principles, with students required to sign documentation to show their understanding of, and agreement to abide by, ethical practice and protocols. In this paper, I describe what I have observed and discussed with my TM and how this has assisted me develop an understanding of the role of differentiation in the diverse secondary classroom in which I am teaching for the year. Diversity observed in the geography classroom includes students: identified as Maori or Pacifica; who are English speakers of other languages (ESOL); with a range of special learning or behavioural needs; and, students from varying socio-economic backgrounds. Due to the array of student diversity in the classroom, a differentiated teaching approach is needed to ensure equitable learning opportunities are provided for all students, including those defined as priority learners through to higher achieving students.

My TM has chosen to embed this unit in the local community, thus using a place-based approach to learning. She has explained the advantage of the school’s location on the coast, and stressed the
importance of using the local environment as a space for learning and interpretation – a consideration that aligns with principles of place-based education in New Zealand. Pentito (2009) suggested that one of the key ideas that place-based education addresses in New Zealand schools is the relationship between that place and the school. This approach to learning aims to strengthens students’ understanding of the environment and their relationship to that environment.

Differentiation in Practice

During a discussion early in my teaching experience, my TM outlined the essential objectives of her classroom practice. She placed heavy emphasis on the importance of differentiated instruction and creating a student-centred environment to accommodate classroom diversity, illustrating strong concordance with Tomlinson’s (2014b) philosophy. Two key resources enabled me to better-understand differentiation. The first one outlined Gardner’s (2011) MI theory. This theory suggested that standardised intelligence testing, closely corresponding with standards-based testing at school, leaves little space for young learners to explore other avenues of intellect. The second resource was Bloom’s (1956) Taxonomy, a framework to assist teachers in strategising their classroom (Noble, 2004). Bloom’s taxonomy of cognitive domain suggested that initial low-level learning of knowledge and comprehension must be made before a learner can develop higher levels of cognitive intellect. Once this fundamental criterion is acknowledged, a space is created for a student’s creativity through synthesis and evaluation (Bloom et al., 1956).

My TM explained that while the New Zealand secondary curriculum is outcomes-based and facilitated through standardised assessment practices, there have been big shifts in the way teachers enable learning in the classroom (Teacher Mentor, personal communication, January 2017). This shift comes with the knowledge and awareness that students with a wide range of ‘special needs’ may be placed in the same classroom. These students’ needs may include physical or intellectual disabilities, behavioural problems that impact on learning, a wide range of ethnic, cultural and linguistic backgrounds, and gifted learners. Differentiating the learning enables my TM to respond to such diversity by supporting students with a variety of learning strategies which best suit their learning needs.

As an experienced geography teacher, my TM has identified opportunities to expand the learning content and open the space for multiple learning platforms in the classroom. She emphasises the importance of creating different learning pathways in the class which could not be achieved without first building relationships with the students, understanding their study habits, and acknowledging their differences. By building these foundational blocks, she explains, teachers can better-understand the learning preferences of individuals within the class and develop effective, individualised learning pathways. Fitzgerald (2016) concurred, stating that differentiation cannot be achieved without teachers knowing their students’ educational histories, prior knowledge, conceptual abilities, learning needs and preferences, and their readiness to engage. With the development of strong student-teacher relationships, teachers can create learning that responds to the complex social, cultural and cognitive needs of their students. For example, some students thrive receiving classroom instruction with the teacher at the front of the class while students listen and take their own notes; others prefer discussion with opportunities to question what they know. Some students prefer to use images or videos to acquire knowledge, and others prefer to work alone on their device (Gardner, 2011). This can create challenges for ITE students who are new to the classroom, and implies an urgency for them to collect as much data as they can on their students.

Our classroom’s cognitive diversity identified by my TM closely corresponds to Gardner’s (2011) theory of MI, with students displaying the learning behaviours described by him. Gardner recognised that people possess different intellectual strengths paired with contrasting styles, and identified nine types of learners, each with distinctive means by which they learn most effectively. Gardner consequently suggested that through understanding of students’ learning needs, teachers can develop effective lesson planning, thus optimising the learning outcomes for every student.

Classroom Experiences

From the beginning of the school year, I have observed my TM establish a Year 13 classroom, creating a community of learners. I have kept careful notes and recorded the routines she established, examples of the pedagogical strategies she employed, and the approaches she used to meet the needs of her diverse learners. This Year 13 geography class is open entry, which means that any student in Year 13 can pick up the subject regardless of whether or not they have completed Year 11 or Year 12 geography, highlighting the importance of differentiating the classroom.

She has used a range of activities to get to know her learners, to identify strengths and weakness, and to understand how best to meet their needs within her classroom. Consistent with Tomlinson’s (2014a) recommendations, the learning I have observed and explain in this article was differentiated through content, process and product.
Content

The topic being studied was ‘Waves’ and the aim of the learning was for students to understand basic concepts of wave action processes. The content of the students’ resources varied in difficulty and interpretation. This meant that a student who might struggle with more complex material could focus on one appropriate resource while still being challenged to understand key concepts (in this case, wave action processes). Simultaneously, a gifted learner in the same class would interpret a resource which would challenge them to make deeper connections to their learning, providing opportunities for growth through applying deeper analysis. These resources required the learner to build on more complex sentence structures, wider vocabulary, and connecting the processes with other phenomena.

As previously discussed, Bloom (1956) suggested that initial low-level learning of knowledge and comprehension must be made before a learner can develop higher levels of cognitive intellect, with space created for a student’s creativity through synthesis and evaluation. Applying this principle to student thinking skills aligns with learning outcomes outlined by both my TM and the national curriculum. National assessment in Year 13 provides for students to respond with a range of understanding in relation to content. For example, the achievement standard for geography 3.1 - demonstrate understanding of how interacting natural processes shape a New Zealand geographic environment - is outlined in Table 1.

Table 1
Achievement Standards for NCEA Geography Standard 3.1

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Achievement with Merit</th>
<th>Achievement with Excellence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate understanding of how interacting natural processes shape a New Zealand geographic environment</td>
<td>Demonstrate in-depth understanding of how interacting natural processes shape a New Zealand geographic environment</td>
<td>Demonstrate comprehensive understanding of how interacting natural processes shape a New Zealand geographic environment.</td>
</tr>
</tbody>
</table>

Achievement Criteria (NZQA, 2017)

As Table 1 shows, the level and depth of content required to gain achieved, merit or excellence varies according to the amount of detail provided, level of analysis and number of examples cited. For example, to attain ‘Achievement’ the student must include some supportive case studies and describe or infer variations, either written or presented visually. To obtain ‘Achievement with Merit’ there must be evidence of a more detailed understanding of the task by providing a comprehensive analysis and explanation of natural process interactions. These need to be supported by numerous examples in written and visual forms, thus aligning with Bloom’s (1956) identification of low-level learning laying a foundation for higher-level cognitive learning. My TM’s utilisation of Bloom’s model in this classroom provides student access to a wide range of resources that enable the learners to select content that is appropriate to their needs.

Process

Comprehensive planning appears critical to the success of differentiated instruction. Access to my TM’s plans enabled me to understand the way in which a plan for differentiated learning was developed and enacted in the classroom.

My TM differentiates the process by which students learn, providing a range of resources they access through digital technology. This approach benefits the learners by incorporating and encouraging the use of digital technology in the classroom through a platform (such as Google Docs) where file sharing is available on a user-friendly interface. Additionally, it permits the teacher more time to walk the classroom and promote individualised learning because marking and feedback is provided in real time, thus allowing my TM to support those who may need extra assistance, such as priority learners. By incorporating the Google Docs platform, my TM opened a range of resources to the students, giving them the choice of which resources to employ to enable their learning. These resources also include the more traditional learning platforms such as topographical and geological maps, textbooks, activity books and videos that are available to the students. Essentially, while all resources lead to similar understandings, they offer students a range of varied platforms for learning thus differentiating the process by which they are learning.

Product

Table 2 provides an example of different learning outcomes for the class focusing on wave action processes on the local coast, where all learners will gain fundamental understandings of the concepts outlined, and high-ability students are provided an opportunity for excelled learning. Outlined in the table, learning outcomes vary in complexity, thus providing learners at a lower level with opportunities to succeed in their learning, whilst providing the same opportunity to learners who demonstrate high-ability, albeit through the expectation their product will involve critical evaluation, requiring a deeper level of thinking.
Table 2  
Examples of Differentiated Product Year 13 Geography

<table>
<thead>
<tr>
<th>Learning Ability</th>
<th>Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low-level learner</td>
<td>Using the resources provided, identify the various wave action processes on the coast.</td>
</tr>
<tr>
<td></td>
<td>Using the resources provided, identify and define the various wave action processes on the coast.</td>
</tr>
<tr>
<td>Mid-level learner</td>
<td>Comprehensively explain the various wave action processes on the coast, using definitions and diagrams to show how they shape the natural environment.</td>
</tr>
<tr>
<td></td>
<td>Explain the wave action processes on the coast, and how they interact with other natural processes in the area.</td>
</tr>
<tr>
<td>High-level learner</td>
<td>Using diagrams, critically evaluate the various wave action processes on the coast, explaining how they have shaped the environment, and describe how they may adapt to various human interventions.</td>
</tr>
</tbody>
</table>

Student products to show evidence of their learning aligned with the outcomes described above and again, gave students choice in how they demonstrated their understanding.

CONCLUSION

While evidence of learning as shown through student attainment in NCEA must take into consideration a range of additional influences, my observations suggest that the students in this class have opportunities to engage and learn at a range of different levels. However, given the complexity of my TM’s planning, I understand why there might be resistance by some teachers to adopt a differentiated approach to teaching and learning. Pennington (2009) suggested that there are multiple reasons why teachers may choose not to differentiate, including a preference to teach in the way they have always taught and the time involved in developing differentiated plans. However, given the diverse range of learners’ needs identified in my TM’s classroom, I cannot conceive that using one means of approaching learning could mean success for all. Through an understanding of the learners’ complex backgrounds, learning styles and needs, coupled with the use of digital technologies in the classroom, my TM has demonstrated an individualised approach to teaching and learning.

As an emerging teacher I feel privileged to have observed the effective use of differentiated instruction to support the learning needs of a diverse group of students. I still have plenty to learn in order to become the type of teacher I aspire to be, but I take comfort from the words of Tomlinson, who wrote: “Becoming an expert at differentiation is a career-long goal. One step at a time, you will get there” (2014b, n.p.). My steps are baby steps, but thanks to the opportunity to be mentored by someone who is attuned to both her students’ and student-teacher’s needs, I feel sure that I am gaining in capability to establish the type of classroom where every learner is provided with opportunities to achieve ‘equitable outcomes’. 

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REFERENCES


Nicholas Tapper is a student in the Masters of Teaching and Learning programme at Victoria University. He has experience working with a range of learners including young people with learning difficulties, physical disabilities, complex behavioural problems and the gifted and talented, Nicholas is passionate in differentiating the learning for the mixed ability classroom.

Email: tappernich@myvuw.ac.nz

Dr Jenny Horsley is a senior lecturer in the School of Education at Victoria University of Wellington. She teaches in initial teacher education programmes including the Masters of Teaching and Learning.

Email: jenny.horsley@vuw.ac.nz
Towards a Real Alternative?

Vaughan Rapatahana

INTRODUCTION

In these days of state-administered and generally well-funded educational vehicles ostensibly heading off on different routes than those travelled by so-called ‘mainstream’ majority of schools, there was, back in 1977, a significant alternative educational harbinger.

Auckland Metropolitan College (AMC) was the first alternative education secondary school sanctioned and indeed funded by the New Zealand Department of Education. The kaupapa or philosophy for this unique and un-zoned school was based on the concept of a school without walls. This was a site where students wore no school uniforms, had no forms or rigid timetables, and which was run by non-hierarchical school meetings, open to all members of the school’s community – thus staff, students, parents, and others.

Students chose which modules they would take during the course of any given year, which were evaluated as seen best by the teacher involved, wherever the class was held – for teachers could be anywhere in the community. Indeed, community service was an expected aspect of student involvement well before national certificate educational achievement (NCEA) credits were awarded for students work across a wide range of interests by tutors, who also deemed a pass, after grading student’s work. Students also had to attain a certain number of credits to receive recognition over a year’s mahi or work. Auckland Metropolitan College first opened in Vermont Street, Ponsonby and later shifted site to Mt. Eden.

David Hoskins was the originator of the school. I interviewed him about his initial vision behind Auckland Metropolitan College (AMC), as well as its subsequent demise after several negative Educational Review Office (ERO) reports, leading to its ultimate closure in 2001. This latter aspect is particularly well summarised in Karen Vaughan’s Daring to be Different: The Rise and Fall of Auckland Metropolitan College (NZ Annual Review of Education 11, 2002).

The especial pertinence of this school to Resource Teachers: Learning and Behaviour (RTLB) – and indeed many of the ‘alternative’ routes as mentioned above - is this: all RTLB work with students and whanau (family) who are not mainstream-orientated for whatever reason – and there are many – and who could well benefit from a trip away from mainstream education, with its generally examination-orientated, rule-bound ethos. Many of these students do not fit an environment in which many of them have not, and will not, travel far, even if they are still allowed to commute down its avenues.

However, how many of these other routes are actually alternative, as in developing an individual’s full potential in different ways other than via strict time-bound lessons across a tight array of topoi? Are there qualitatively different educational routes in Aotearoa/New Zealand or will ever-pragmatic ERO audits and accountants ultimately disavow any such, as happened at Auckland Metropolitan College? Can we ever hope to see alternative schools as exactly that - not as alternatives to a school (such as the cases of several truancy-inspired alternative education sites and so on) - but as state-sponsored alternative schools that do not in some way preach and teach what Ivan Illich deemed the hidden curriculum? This is where the essential norms and mores of a society’s dominant culture continue to be maintained, even if theoretically abnegated by the agents of this culture. Auckland Metropolitan College manifestly sped well away from this concept, which, all rather worryingly, led to its ultimate demise.

Thus, alternative education sites, hourua or charter schools, homeschooling options, the Correspondence School, kura kaupapa, designated character section 156 schools and the exponential traffic jam that is communities of learning, and even independent schools, are partially funded by the state.

My question, then, is this: are RTLB actually maintenance agents of the hidden curriculum, rather than true agents of change in New Zealand education? Cannot we seek out and travel down variant, exciting, yet still valid existential, social and
learning via media for our cohorts of students and their families? I believe that we do require alternative schooling in the essential sense of the term as best stated by David Hoskins in 1975 ... ‘is not the organisation of most schools incongruous to learning? For the school cannot primarily be conceived in terms of a set number of buildings, that is geometrical space, or in a given number of time-periods throughout the day. Rather the school corresponds to the community as such’ (Reflections upon a school, NZPPTA Journal, October). We need educational panaceas such as Auckland Metropolitan College once offered.

INTERVIEW WITH DAVID HOSKINS

The Auckland Metropolitan College opened in 1977. You were the founder. Tell us something about your own background, with particular reference to your (then) philosophy of education. How did you actually manage to get the school underway?

I became interested in the functions of schooling when I taught in a public school in Virginia which had only the year before opened after being closed for four years. In the 1960’s, I was involved in civil rights actions in Virginia. Local school boards, being pressured to integrate with the 1964 Civil Rights legislation, often simply closed the public schools rather than integrate them. In a certain area in Virginia, the public schools were closed for four years. I taught for a year in such a school, which had only recently re-opened. The school was 90 percent black and each class had a four-year age range. I was also appointed to a school committee to oversee its operation. After one year, I realised that the institution of schooling just did not meet the needs of the students and the local community. So I decided to travel and think about these various issues. And I wound up in NZ.

In considering the relationships between the school, its students and local community, I tried to clarify the values and attitudes engendered within students simply by being part of a school system. And I became interested in a recent development called ‘schools without walls’. Schools, which utilized the local community for both its spaces and teachers.

I had studied at a small college in Virginia (hence my knowledge of southern civil rights) where I had a double major in chemistry and philosophy. While in NZ, I decided to pursue the philosophy, always with an eye towards educational issues. When I was tutoring in the philosophy department, I was doing the same in the education department- although I had never taken a paper in education.

In 1974, the National government created the Educational Development Conference. This was a public discussion on the future of education in NZ. I took the opportunity to clarify my educational ideas, wrote a proposal for a ‘school without walls’ and sent it to the Minister of Education. He replied that he was interested in discussing this further and put me in touch with the Director of Secondary Schools in Auckland. In 1975, a committee was created including ‘progressive’ educationalists (people like Des Mann and Charmaine Pountney). At the end of the year, it was agreed that a trial school along the lines of my proposal would be established. I had always argued that any trial had to be within the state system and have no financial hurdles to participating as a student. This was accepted. But because of this, and because I had no NZ teaching experience, I could not be the head of the school, nor a staff member unless I went to teachers college, which I did in 1976, with the school starting in 1977.

What were you hoping to achieve with the setting up of the Auckland Metropolitan College?

I was never in favour of ‘alternative schools’ as they were generally perceived in those days, that is, places of laissez faire activity where students had no rules or requirements to do anything. Schools like Summerhill. My thoughts were that everyone had to have some structure, but that this structure had to be created by everyone who was a participant.

I had become aware by this time of Illich and the concept of a hidden curriculum. I had come to the same idea that schools, by virtue of their structure, ‘taught’ students certain values and ways of thinking. The idea of the AMC was to be very clear about these ‘hidden structures’ and try to create ones that were more ‘democratic’.

So the school as it was proposed had about five basic principles which were set out as mission statements. I can’t remember them all- and I can’t find the early written stuff but they were things like:

• enabling students to be autodidacts, and to actively participate in their own learning

• to have all decisions concerning the school management and operation be set at a school meeting where all, students and staff, had one vote

• to have learning perceived as a community-wide activity, not limited to a particular set of people or buildings.

(We later did untrove the document stating the essential aims of Auckland Metropolitan College. The others were – to develop critical acumen; to develop communication skills; to develop responsibility. Interviewer notes - 2017)

Anyway, these were the reasons why, in its first year, the school was based in an old manual training
centre in Ponsonby. It was just big enough to have a school meeting, but not to hold all the classes and that there were no forms per se (and as a state school, we still had to operate under that curriculum). Anyone could join a class, so long as they could meet the prerequisites - if any. Indeed, there were no age barriers to anything.

All school rules were created at school meetings and there was a disciplinary committee of two students (elected by the students) and two staff. If a student broke a rule, they came before this committee. But the major argument was that it was a rule broken by someone who had participated in creating them.

The staff were not seen as ‘teachers’ but facilitators - helping to liaise with the community to provide a range of classes and to also work with the students to see what they were interested in. No student was forced to do anything. When coming from another school, there was always a transition for the student to ‘unlearn’ certain values and ways of doing things. So there was general room for doing nothing. But the student was not left isolated. This was where the staff came in. Anyway - this was how the school started.

**How much of an influence was the work of Ivan Illich in this establishment of such an ‘alternative’ school in Aotearoa/New Zealand?**

As I said above, Illich’s ideas on education reinforced what I was doing. His book Deschooling Society was a great clarification of the hidden curriculum. But as an influence, Paulo Freire in his ‘Pedagogy of the Oppressed’, was equal, particularly in terms of how relations between teachers and learners could operate. So, Illich didn’t really have much influence directly on the school. His concepts reinforced and helped clarify what I was doing.

**Did you actually meet Illich when he was here in 1976 and if so, what were your impressions of him, please?**

Unfortunately, I never did meet him. I went to his lectures and taped them.

**You stayed with AMC for approximately 18 months. Why did you ‘dis-establish’ yourself from the school?**

As a state school it was operating under the framework of all state schools and their staffing. I didn’t have the teaching experience to be the head, just a staff member as mentioned above. So the Board of Governors (we came under Penrose High), appointed Andy Begg. As it turned out, his ideas were directly aligned with Summerhill: very different from the original principles that I set out. I spent two full years teaching, and achieving what I could but there was a clash of educational philosophies involved: obviously an untenable situation, and one I could not win. So I left. And then I spent a few years writing a manuscript on the NZ education system. And here is where Illich had his influence on me, because I established a working relationship with him (via correspondence), where I would send parts of the manuscript for his comments. When I had finished, he said it was a work that needed to be published but as it was specifically focused on NZ, that might be difficult with his publishers. So he gave me the English rights to one of his recent lectures (in German) to use as an introduction and to help get it published in NZ. By this time it was 1981, I think.

Anyway, no NZ publisher wanted it unless I happened to be a university staff member who could set it as a text, but it did make the academic rounds. And in 1982, Ivan Snook, who was NZ’s leading philosopher of education and who was setting up a department at Massey in Palmerston North (he had just come from Canterbury), invited me to join him and do a PhD under his supervision. I went down for a year in 1982, but realised it wasn’t for me. This was when I became a community worker and tried to use my ideas within the wider community.

**Looking back, why do you think Auckland Metropolitan College faltered as an alternative school and finally was wound up in late 2001?**

Because of a loss of focus. When my original principles were lost, they never replaced them. I never liked places like Summerhill because they depended entirely on the personality of the main person like A.S. Neill. I was attempting to create a place in which the personalities were less important than the principles. This was my naivety. But it was also why the school was bound to fail.

**Is there any place for a similarly ‘alternative’ school in Aotearoa/New Zealand education nowadays, given that there are charter schools, home schooling and so on ...?**

I’d have to think about this. Do any of the above provide students with the opportunity to participate in the running of the place? I gave the keynote address years ago to the National Homeschooling Association and suggested that they are still ‘teaching’ a hidden curriculum and to be aware of what it is (it is worth noting that there are now some Designated Character schools in Aotearoa/New Zealand as under section 156, including Ao Tawhiti and Tamaki, in Christchurch: these schools have several parallels to the abiding philosophies behind Auckland Metropolitan College, given that they abide by the state curricula overall. Interviewer notes – 2017).
Finally, tell us a bit about what you are doing now, out of the education frame of reference. Do you have any regrets about Auckland Metropolitan College...?

AMC was a great experience. Even though its principles changed from those I had created, and even though it became something very different, it still provided students with a unique opportunity. My two sons disliked the college they were attending. I’m not sure ‘dislike’ is something any student at Auckland Metropolitan College over its 25 years would use to describe their experience of it. And that’s something.

Thanks, Vaughan, for the opportunity to remember all of this.

There is an interesting and honest set of interviews of AMC staff and students available at: https://www.youtube.com/watch?v=cJGcvA2MRtY Interviewer notes - 2017

AUTHOR PROFILE

Vaughan Rapatahana

Vaughan Rapatahana is an RTLB in Waikato and attained his PhD from the University of Auckland. He is published widely internationally across several genre. Vaughan won the Proverse Poetry Prize in 2016, the same year his collection Atonement and was nominated for a National Book Award in the Philippines. His NZ Book Council file is here - http://www.bookcouncil.org.nz/Writers/Profiles/Rapatahana%2c%20Vaughan

Email: rtlb.vrapatahana@mi.school.nz
Weaving educational threads. Weaving educational practice. Weaving educational threads. Weaving educational practice.

DISOBEDIENT TEACHING – SURVIVING AND CREATING CHANGE IN EDUCATION

WELBY INGS

Reviewed by: Cath Steeghs

It is my privilege to review this book which I have shared frequently this year with beginning teachers through to the very experienced. I have found this text inspiring and useful as I work in partnerships with families, young people and caring agencies to put in place interventions that work for all stakeholders, but most importantly for the young person at the centre of our work together. Sometimes we have to be bold enough to look and work outside the square. Sometimes we have to consider ‘disobedience’ as the most valid way forward.

The text is organised into six parts, beginning with acknowledgements and a prologue and ending with notes and a bibliography. In this review I have highlighted the parts that have resonated the loudest with myself and my work, but I could equally have written about the others as this is a text that should be on every New Zealand teacher’s holiday reading list. It provides the reader with a boost to their feelings of self-belief and efficacy, plenty to sustain you as you embark on another year with your peers and students. Welby asks us to acknowledge that teaching is ‘a wonderful thing. Kia kaha. Be strong.’

Welby Ings wrote this book with a passionate voice looking back over his long career in education, drawing the reader into a narrative of questioning and wondering – Why did we embark on this career of teaching? Who is it for and about, and how can we make it better for everyone utilising our passion, our creativity and our hearts?

Part Two explores the ‘perniciousness of cool’, asking us as the ‘grownups in education’ to also consider the impact of the herd, of peer pressure on ourselves, our drive, our ability and desire to take risks. We are challenged to consider the learner who is more able than ourselves, who can tolerate more cognitive ‘mess’, who can go beyond mere surface adaptation. Perhaps, Welby also had a crystal ball as he was writing this book and foresaw that the new government would abandon National standards that have had our data reflecting the complete disappearance of those who were functioning in the standards well above their peers. There is much food for thought.

In Part Four, Passion is the theme and, Welby writes poignant memoirs of students he has taught and the lessons he has learnt from them. My favourite is the story of the dead cat. Sharlene’s responses in conjunction with Welby’s to a significant death in the school community show us the true meaning of manaakitanga. That ability to acknowledge someone else’s point of view with kindness and empathy. As I read this story I wondered, like Welby, how we ‘could have conceived of an education system that guards against emotion’. I too believe that ‘it is the personal relationships inside schools that cause education to triumph, not merely getting the paperwork completed on time’.

Part Six considers how we can influence change. For me this chapter was the most inspiring. It highlights those teachers who shared an ‘ability to change things to make them better, who did not wait for permission, who tried out ideas and did not give up’. Welby highlighted the skills these teachers needed - ‘To never criticise, to question bravely, to show an enduring interest in others, to humanise what opposes and importantly to realise and understand the power of one.’

In a time when the narrative about our profession has been one of prolonged disdain and a lowering of social respect for the quiet, untold hours of work teachers in New Zealand complete with aroha, dedication and verve, it has been reassuring to have a text that exhorts us to remain strong in our belief in ourselves, our knowledge, our expertise. Perhaps, as I noted earlier, Welby had a crystal ball when he wrote this book. A time of change is upon us again. I note with interest a change in the narrative, a new language where talk of equity, fairness, passion, and
kindness is back to the forefront. Just imagine what we could create and inspire in our students with this passion. Welby thinks we can and that we should ‘never let other people convince us otherwise’. I, for one, am with him.

REVIEWER PROFILE

Cath Steeghs

M.Ed(hons.), PGD SNRT (Dist.), B.Ed., TTC, Dip. TCH. (Dist.), TEFL cert.

Email: rtlb@hukanui.school.nz

Cath has been privileged to work in education for over 33 years, having taught in both primary and secondary settings in Brunei, UK and New Zealand. She has held various academic positions as Head of Faculty, Deputy Principalships and more recently as an RTLB. Cath continues to work as an RTLB in Cluster 16 in Hamilton. She is a founding member of Kairaranga and continues her work on the current editorial board.

BIBLIOGRAPHICAL DATA

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The Ministry of Education launched the Inclusive Education website (www.inclusive.tki.org.nz) three years ago. In this article Judy Cochrane from the Ministry opens the doors to some of the challenging conversations that had to happen around inclusion and shares some of the learnings along the way.

What would you attempt to do if you knew you could not fail?
Addressing attitudes towards inclusion in schools is less-likely to be about inclusion as a concept: it is more-likely to be about addressing the fear of failing a student or fear of failing the other students in the class. That is what we deduced from research we carried out of principals in 2011 into the barriers to, and motivators for, being inclusive.

There is no denying the challenges that face our teachers and schools in responding to the diversity of their communities, and we need a continuum of supports and interventions where parents, students and teachers feel confident and well-supported.

We use that word ‘confidence’ with purpose. From our research we extrapolated that the greatest barriers to inclusion were degrees of energy and confidence. Conversely, one of our greatest levers for supporting inclusion is supporting teachers to become more confident in planning for all the learners in their communities.

Taking the mystery out of meeting the needs of diverse learners
Our starting place was to look at how we could take some of the mystery out of meeting the needs of diverse learners. And that’s where the Inclusive Education website comes in.

The website provides a window into what teachers and school leaders are doing that’s working. Around 26 ‘how to’ guides draw together practical, hand-picked ideas and strategies from New Zealand and around the world. They cover whole-school and leadership topics (e.g. preventing bullying, supporting LGBTIQA+ students, transitions), classroom-based guides (e.g. behaviour, inclusive classrooms, Universal Design for Learning), and guides with strategies and suggestions to support students with a particular disability (e.g. ASD, dyslexia, dyspraxia).

“We all have a common set of beliefs and I think the biggest belief is that, yes, now we believe that we can cater to the wide ranging needs of the children.”

Conrad Kelly, Principal, Karori Normal School, (referring to UDL framework)

Video link: vimeo.com/ 220719495
Features in guide inclusive.tki.org.nz/guides/leading-schools-that-include-all-learners/

With 6,000-9,000 users on average each month, the guides that are regularly in the top five most-used include behaviour and dyspraxia (a clear indication of where teachers and school leaders might be ‘stuck’), and Universal Design for Learning (a clear indication that teachers are looking to innovate).

Universal Design for Learning (UDL) is a research-based framework that helps teachers realise the vision of the New Zealand Curriculum and plan learning in ways that work for everyone. It is based on three principles that help schools move away from the one-size-fits-all approach that can be a barrier for learners. The UDL principles guide how we engage and motivate learners (Principle 1), how we provide options for them to perceive, comprehend and understand information (Principle 2), and how we provide options for students to share what they have learnt and what they know (Principle 3). UDL requires us to know our learners well, irrespective of whether they have a disability diagnosis or not. If we notice and address barriers from the outset for all our learners, and design adaptations and differentiations...
to be made available to everyone, then we don’t need a separate curriculum for some.

**From dilemma of difference to designing from the edges**

Which brings us to one of the site’s dilemmas – a very blunt illustration of the dilemma of difference. This describes the quandary of needing a diagnosis or label to benefit from a particular support or resource, but wanting to be just like everyone else and not be treated differently.

“*What you do for your students with Down syndrome should really be what you do for all your students.*”

Brooke Houghton, drama teacher, Onslow College

Video link: vimeo.com/100662339


When building the site, we found ourselves navigating some tensions around labelling of disabilities by creating guides about eight different disabilities, such as ASD, ADHD, dyspraxia and dyslexia. If we are to believe our own story-telling around Universal Design for Learning, disability labelling can reinforce difference and the belief that teachers need to be specially trained in “special education” to have students with learning support needs in their class.

A diagnosis or a label is certainly important to make sense of what we’re seeing and experiencing. We determined if our website users were starting here, then we needed to meet that need. Not surprisingly, if you view all of the disability-specific related guides on the site, we’d estimate that a high proportion of the strategies across those guides are common.

As an illustration, we have eight educator booklets that feature in eight of the guides, with quick summaries in the centrefold. I’ve taken the strategies from the centrefolds of the ASD, ADHD, Down syndrome and dyspraxia booklets. There are 13 strategies that are common irrespective of the disability, ranging from using visual tools, to specific routines and structures, and reference aides. And the big question is, how many of them would benefit other students in the class?

It has struck me that our students who often find themselves on the edges, particularly those with high sensory needs, would in tribal days have been the saviours of the tribe. They would have been the ones who knew when the enemy was near, when the seasons were changing, when there’s a disturbance in the force field. The students who find themselves on the edges are still the saviours of the tribe. Chances are, if things in class are not working well for them, they may not be working well for others. And chances are, if you make the options you put in place for a few students available to all, then learning can happen in ways that work for, and benefit, everyone.

**Our teachers don’t need to be “special education” experts, they need to be expert teachers**

Imagine the relief from teachers when they realise this. Students don’t need their teachers to be experts in ASD or ADHD. They need them to be adaptive experts who are highly efficient and innovative at planning and flexibly delivering the curriculum in ways that work for everyone.

“*It’s hard for me because I’m a real chalk and talk. I learnt that way. I can read and that’s how I learn. And I’ve got to make sure that I’m not putting that onto my students. As a teacher, I’m learning as much from them about how we learn.*”

Wayne Robinson, Otorohanga College

Video link: vimeo.com/225192436

Features in guide: inclusive.tki.org.nz.guides/universal-design-learning/

Let’s not over-simplify things though. That doesn’t mean teachers and school leaders don’t need specialist advice once in a while (they do), and it doesn’t mean to say that a website replaces people, specialist advice, professional development, or resourcing (it certainly doesn’t).

What the website does do is encourage us to share our collective wisdom and help teachers to feel that they are not alone. There are some “awesome” teachers out there (as our kids would say) having significant impact on the learning of all children and young people. We’ve filmed some of them, talking about the strategies they use, demonstrating how their classes work (see our video series at vimeo.com/album/2950799). We’ve filmed their students too, talking about what works for them. Those teachers and their students require us to innovate for everyone.
We’d like to see leaders of learning using the website guides and videos to encourage insightful, inspiring and courageous learning conversations where teachers can learn from each other, their parents and students; where teachers are not afraid of failing their students, but have the courage and confidence to try, inquire and try again. In the words of Leonard Cohen, “Forget your perfect offering. There is a crack in everything. That’s where the light gets in.”

Other useful resources that sit alongside the Inclusive Education website:

- An Inclusive Education video series (vimeo.com/album/2950799) includes 32 video demonstrations and interviews
- The Inclusive Practice and the School Curriculum website (nzcurriculum.tki.org.nz/Inclusive-practices) supports teachers to adapt and differentiate the curriculum
- The Everyone’s In teacher planning tool (everyones-in.tki.org.nz/) with a step-by-step process for planning a lesson that works for everyone
- The teachers and teacher-aides working together modules (teachersandteacheraides.tki.org.nz/) support teachers and teacher-aides to work effectively together for positive student outcomes

AUTHOR PROFILE

Judy Cochrane has a background in communications and social change. Her latest mission is taking our collective wisdom around what we know works for diverse learners and making that available to everyone. She is an eager advocate for our students having a voice through this work. She manages the Inclusive Education website for the Ministry of Education and a range of other resources that support inclusive practices in schools. She also delivers workshops around the country on inclusion. She holds a firm belief that the foundations of inclusion create the conditions for powerful connections and quality leadership, communication and relationships in every aspect of life.