

**Something Old, Something New:  
Initial Teacher Education in the Online Mode**

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## Abstract

Access to the internet has allowed online learning to become widespread. However, online learning can be met with scepticism and is often seen as second best. This thesis examines experiences of several beginning teachers who completed their initial teacher education solely in the online mode. It sought to discover perceptions of their preparedness to teach in a face-to-face classroom.

The methodological approach was a multiple case study underpinned by a constructivist paradigm. Nine beginning teachers volunteered to complete two surveys and seven agreed to be interviewed. Using inductive content analysis, three overarching themes emerged.

Participants were in general agreement that the content covered in the online course was comprehensive and had prepared them well to begin teaching, though findings did indicate that the beginning teachers experienced a theory/practice divide between what was learnt from the online content and what they experienced in schools during practicum. Studying online had advantages and challenges, the major advantage being the flexibility online study affords, and the major challenge coping with the sense of isolation from peers. The beginning teachers were in a variety of contexts and received varying induction support. Those receiving little support encountered difficulties in managing students' behaviour and experienced falling efficacy, emphasising that effective induction is essential for beginning teachers to thrive and develop professionally.

The findings from this research identified recommendations to improve the online initial teacher education learning experience. The links between the online programme and teaching practicum need strengthening so these parts of the programme align. Lecturers need to make full use of Web 2.0 tools to develop tasks that create learning communities and dispel the feeling of isolation. Further research into the relationship between induction support and efficacy needs to occur to see if this phenomenon is more widespread.

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# CHAPTER 1

## Introduction

This thesis reports on the experience of recent graduates from an online learning, secondary teacher education programme at Victoria University of Wellington (VUW), New Zealand. The research examined the first six months of workplace experience of these graduates in order to ascertain to what extent the online programme met the needs of beginning teachers. The inquiry drew on two surveys and one face-to-face interview conducted over the period September to December, 2007.

The online programme attracts students from around the country and after graduation these students usually gain employment in a variety of secondary schools spread throughout New Zealand. The participants in this study all found employment in New Zealand state co-educational schools with a range of decile ratings (1 to 8) (a decile rating a school is given relates to the economic and social status of the community surrounding it with 1 being the lowest, and 10 the highest) and school rolls (128 to 1826). These schools and the Faculty of Education at VUW formed the setting for this study.

### 1.1 Distance education

Distance learning is not a new phenomenon; in fact, correspondence courses have existed for nearly 300 years. Evidence of distance education dates back to 1728 when Caleb Phillips, “teacher of the new method of shorthand,” advertised in the Boston Gazette offering lessons to be sent weekly (Holmberg, 2005, p. 13). Subsequently, university degrees have been available by distance since at least 1858 with the University of London stating that it was the first university in the world “to offer distance learning degrees – more than a century before the open universities were founded” (University of London, 2008a). The University of London claims a very famous distance student, Nelson Mandela, who studied law during his incarceration on Robben Island (University of London, 2008b).

New Zealand has a long tradition of offering distance education to students from preschool to tertiary, with institutions such as the New Zealand Correspondence School and the Open Polytechnic of New Zealand solely devoted to providing distance education since 1922 and 1946 respectively. Victoria University of Wellington first offered extramural degrees in 1960 from a branch which was based in Palmerston North. New Zealand was a foundation member of the International Council for Open and Distance learning (ICDE), perhaps the largest and most well-known distance education organisation (Moore, 2007).

Internationally, teacher education has used distance delivery for over 30 years (Perraton, Creed & Robinson, 2002), although this is a more recent phenomenon in New Zealand. It began in the 1990s after a major restructure of the New Zealand education system which allowed tertiary education institutions to set their own directions (Simpson, 2003). Major (2005) notes that some teacher education providers moved to develop distance programmes to reach an untapped market of students who were unable or unwilling to move to access teacher education.

With new technology distance education has developed from traditional print-based correspondence courses to learning online through the Internet. In 2002, the Wellington College of Education, now the Faculty of Education at VUW, established an online course for the Diploma of Teaching (Secondary) “in order to meet the needs of 21<sup>st</sup> Century learners” (Approval Documentation, Secondary Online, 2001, p. 2). The online course had the same aims and general structure as the campus-based course. This structure was a programme consisting of a number of (up to 14) independent courses including curriculum-specific courses, general pedagogy courses and electives. It included the same time spent in schools on teaching experience as campus students. The only difference was that the students studying online studied the theoretical components of the course via a purposely designed website and short residency instead of attending workshops, lectures and seminars. The website (*LearnOnLine*) was designed not only to deliver content, but by using Web 2.0 software enabled collaborative learning and social interaction through the use of student and lecturer discussion boards. Through the use of this software and the requirement that students contribute to forums and interact with each other, a discourse model of learning was implemented.



Students had access to lecturers via email and a toll-free telephone number, and to each other through the *Learn OnLine* messaging system. Since its inception, online students have attended a four-day residency where they had the opportunity to meet the staff and each other, to participate in curriculum-specific workshops, and attend a noho marae. Online courses could also be accessed by campus-based students who opted to take courses in this mode.

Online delivery was met with some scepticism which continues to exist among some staff members in the Faculty of Education and teachers in schools who have queried the appropriateness of online initial teacher education (ITE). There was also resistance from students, and some staff, to campus students having to study some courses in the online medium. Sceptical attitudes to online learning were noted by Hope (2001) who suggested that anytime access, flexibility and learner control of the learning made some traditionalists wary of job losses and lack of contact with students. Furthermore, Garrison (cited in Moore, 2007) claimed that for face-to-face institutions, distance education is both an opportunity and a threat in that it disrupts the current worldview. However, the potential of online learning is acknowledged by Hope:

If the defining characteristics of a traditional university are that it provides “a rich educational environment, informed by research, supported by library resources and enhanced by campus togetherness” (Mason, 1998), the well-managed virtual university can provide all of these through technological means. What is more, it can offer its students hitherto undreamed of convenience, flexibility, relevance and opportunities for interaction with faculty and fellow students from around the world. (p. 137)

## **1.2 Rationale**

The main purpose of this study was to discover in what ways an online course of study prepared student teachers for the reality of a face-to-face occupation and the classroom. The aims were to find out if beginning secondary teachers who completed all their pre-service teacher education in the online medium perceived they were suitably prepared to teach in a face-to-face classroom. The research hoped to find out in what ways the online teacher education programme prepared beginning secondary teachers for the classroom and to make recommendations to assist the learning of online students.

The experiences of online learners and beginning teachers are relatively under-researched in New Zealand and Kane (2005) indicated a specific need to research the outcomes of different modes of teacher education. Research in New Zealand is often criticised for relying on small-scale individual studies (McGee, 1999), and although Cameron and Baker (2004) argued there has been much research activity in this area in New Zealand, they considered it of questionable quality, not peer reviewed, and not published. While this study was not large, it is hoped that it will begin to inform future research in an area which has a limited base in New Zealand.

Kane (2005) reports that offering teacher qualifications by distance presents exciting opportunities, but it also brings challenges, and more in-depth research is needed to shed light on the benefits and challenges of the different modes of delivery. There is some New Zealand research on distance, flexible and mixed methods teacher education programmes (Delany & Smith, 2001; Donaghy & McGee, 2003; Donaghy, McGee, Ussher & Yates, 2003), but this tends to be limited to programme evaluations and analysis of academic results, and has not tracked student teachers into the classroom. Simpson (2003) commented that once students graduate, their links with the ITE programme are broken, and noted in her recommendations an avenue for further research is the “students’ point of view of becoming a teacher through a distance delivered program” (p. 216). This study took up that challenge.

It is also well known that beginning teaching can be a traumatic time (Cochran-Smith, 2004; Feiman-Nemser, 1983; Kane & Mallon, 2006; Lortie, 1975; OECD, 2005), so it is vital that all initial teacher education prepares beginning teachers to manage this period in their career. For this reason, researching what is known about online delivery and preparation of beginning teachers is vital if we are to improve and reflect on the development of programmes.

### **1.3 Locating oneself in the study**

As the Programme Director of the online programme in the Graduate Diploma of Teaching (Secondary) I have a vested interest in its success. This role involves the academic oversight of the programme and the pastoral care of the online cohorts of students. I am required to represent the programme in various Faculty forums and

meetings, and during the reaccreditation process overseen by the New Zealand Teachers Council. My interest, however, in distance education is longstanding. I taught in the compulsory, secondary school sector in a distance education institution for a number of years, teaching, writing and designing distance education materials for both print and web-based learning.

Time spent at The New Zealand Correspondence School made me realise that distance education does work, that secondary school students did complete units of work independently, were able to show evidence of learning, and achieve national qualifications. For many of these students distance education provided an opportunity for them to experience unprecedented success. I have also experienced distance education as a learner, successfully completing a Graduate Diploma of Business through Massey University.

I believe that ITE must produce quality teachers. Having been a teacher, a parent and now a grandparent, I realise the importance of good teachers in enabling student learning, and experienced first hand the impact that negative and positive teaching experiences can have not only on student learning, but also on their well being.

## **1.4 Overview of the thesis**

This thesis is divided into five chapters. The first chapter has provided a rationale for the research, identifying the need for continuing investigation into teacher education and in particular that which is delivered online. The second chapter reviews the literature in the converging fields of research that inform this study; these are: distance learning, teacher education, teacher education at a distance, and beginning teaching.

Chapter 3 details the methodological approach adopted in this research including the design, data collection and data analysis methods. It describes how mostly qualitative data were collected through surveys and interviews and the content analysis method used to analyse these.

In Chapter 4 the findings from the data gathered are analysed and presented. Four key themes: learning online, comprehensive content of the online programme, managing the students' behaviour, and a lack of teaching strategies emerged across the range of data.

Chapter 5 discusses these findings in relation to the literature, making suggestions for future research, and recommendations to improve the learning environment for online students.

Finally, Chapter 6 provides a summary of the entire thesis.

## **1.5 Limitations of the research**

It is important to acknowledge this is a small case study of nine beginning teachers who studied in the online mode for their ITE. The participants were all volunteers who successfully completed the Graduate Diploma of Teaching online and secured a teaching position almost immediately after graduation. They could be described as the success stories of the cohort. This means that the study makes no claims that these are typical online students, or that their beginning teaching experience was typical. Therefore, the findings cannot be generalised to other beginning teachers who studied in the online mode.

There are also limitations with the methodology as the data are self-reports. While Rovai and Barnum (2003) agree self-report is a valid measure, a fuller picture could be gained through observations of the beginning teachers' practice. The data were gathered on three separate occasions, and there could be extenuating circumstances that affected the beginning teachers' opinions at those times that may not have been present if another collection method was chosen, e.g., continual journaling. However, this research hopes to add to, and build on, a relatively under-researched topic in the New Zealand education system.

## Chapter 2

### Literature Review

We are dwarves standing on the shoulders of giants. (Bernard of Chartres, n.d.)<sup>1</sup>

#### 2.1 Introduction

Hattie (2009) claimed that the effect size of the teacher on student learning is 30 percent and that attention needs to be directed to producing higher quality teachers. If students are to succeed in New Zealand schools, producing high quality teachers should be paramount. This is obviously the responsibility of ITE programmes, but the entry period into teaching is also crucial to continuing the development of quality teachers. The implication for this research was the importance of all ITE in producing effective high-quality teachers.

A beginning secondary teacher enters a complex system and is charged with the education of up to 100 teenagers. This research aimed to find out if an online programme of ITE could prepare them for that experience. Therefore, this thesis investigated several converging fields, those pertaining to: distance learning; teacher education, teacher education at a distance, and beginning teaching.

If this review were to explore literature in all of these fields, both internationally and nationally, the scope of this would have been immense as it could have contained anything written about teacher education, beginning teaching, or online learning. Alternatively it could have been limited to that specifically relating to New Zealand beginning teachers who completed their ITE in an online mode, but this category was very limited. So for the purpose of this review, the scope included New Zealand and international research on teacher education and beginning teaching, and considered literature on distance learning in general, and that pertaining to distance teacher education in both New Zealand and overseas.

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<sup>1</sup> [http://en.wikipedia.org/wiki/Standing\\_on\\_the\\_shoulders\\_of\\_giants](http://en.wikipedia.org/wiki/Standing_on_the_shoulders_of_giants)

As this thesis focuses on distance education students, the starting point for this review is literature pertaining to distance education and the conditions required for successful distance education both internationally and in New Zealand. It will then move to look specifically at teacher education at a distance, and subsequently effective teacher education programmes as effective distance teacher education must be grounded in effective teacher education. As this study followed the students into their first year of teaching, it was also important to consider the literature in general about beginning teaching to discover the similarities and differences between those beginning teachers who have studied online and those who have studied face-to-face.

## 2.2 Distance learning

There is no doubt people can and do learn when physically separated from a teacher. Holmberg (2005) simply stated “Distance education works” (p. 37) and that although the pioneers of distance education had a meagre theoretical background, they proceeded on the hypothesis that learning could be possible and effective without the teacher and the learner meeting face-to-face.

Since the inception of distance learning research this early hypothesis has been supported by others. The milestone work by Dubin and Taveggia (1968) analysed data from 7 million academic records and concluded that the mode of instruction made no difference to student performance. Russell (2001) summarised 355 different research studies dating back to 1928 that support the conclusion that no significant difference exists between the effectiveness of classroom education and distance learning.

A meta-analysis comparing the achievement of students in online and face-to-face programmes found no significant difference in the scores (Tallent-Runnels et al., 2006). This review included numerous studies (Bata-Jones & Avery, 2004; Caywood & Duckett, 2003; Christopher, Thomas & Tallent-Runnels, 2004; Neuhauser, 2002; Peterson & Bond, 2004; Thirununarayanan & Perez-Prado, 2001/2002) that researched a range of student populations (e.g., nurses, pre-service teachers, students with special needs). In one study, Maki, Maki, Patterson and Whittaker (cited in Tallent-Runnels et al., 2006) found that online instruction was

more effective than traditional face-to-face instruction, with online students performing better in test scores than the face-to-face students. Interestingly, Tallent-Runnels et al. (2006) concluded that none of the findings in their literature review could withstand rigorous scientific scrutiny due to flaws in the research design and method, but that both methods of delivery were certainly adequate.

There is, however, continued debate over the success of the different modes of study with Keefe (2003) finding that students in the face-to-face sessions of a course outperformed those in the online session. Rovai and Barnum (2003) have concerns about studies that use test scores as a measure of learning as “using grades as a measure of cognitive learning can be problematic” (p. 61). They believe that grades may not be an indication of what has been learned as the students may already know the material, or grades may be related to attendance, prompt submission of assignments, and class participation.

Rather than using test scores as a measure of learning, Rovai and Barnum (2003) contended that self-report is a valid measure of learning, citing Pace (1990) and Corrallo (1994). Rovai and Barnum carried out a study which analysed 19 online graduate courses, with a total of 328 participants responding to their perceived learning over the 19 courses. The results showed that there were significant differences among the courses even though they were taught by the same university, which led to the conclusion that not all online courses were equally effective. The participants agreed that while their perceived learning was relatively high, they projected that their learning would have been even greater if they had enrolled in a traditional face-to-face class rather than online.

In reaction to this finding, Rovai and Barnum (2003) interviewed a sample of ten online learners and concluded that the online students “appeared to compare their online course with what would be for them an idealized traditional course and instructor, with substantial time available for the types of classroom activities that they value, such as group projects and discussions” (p. 70). In reality, this idealised form of face-to-face instruction may not occur.

However, trying to make generalisations about online learning from research studies across all online courses is problematic. It must be considered that online learning is not a single entity, that there is such a variety of online courses that it is impossible to make comparisons, and “that to try and characterise online learning is about as possible as trying to characterise animals in the zoo” (Rovai & Barnum, 2003, p. 59). Factors such as the course design, student support, pedagogy, student characteristics and technology need to be considered, and comparisons and generalisations can only be made with online courses with similar characteristics.

It has been argued that distance education should be considered a mode of education in its own right (Holmberg, 2005). He stated distance education is a “separate kind of education which can only to a limited extent be described, understood and explained in terms of conventional education” (p. 112). Holmberg contended that we can safely claim that distance education has proved an excellent form of study for many students and questioned the worth of even attempting to compare distance education outcomes with conventional education outcomes.

These thoughts were echoed by Bates (2000) who asserted that continuing to compare the relative effectiveness of distance delivery with conventional instruction is “frankly a waste of time” (p. 198). He challenged those evaluating education not to focus on the similarities of distance and conventional education, but rather on the differences, particularly on new, different or better outcomes that distance education offers.

The literature and research on distance education have found that it is not possible to categorically state that one mode of instruction results in better learning outcomes than another, and some authors (Bates, 2000; Holmberg, 2005) argue that trying to do so has no purpose. What the research does indicate, however, is that students can learn in both online and on campus modes.

### **2.3 Conditions for successful distance education**

As a relatively new area of research, theories of distance education are still emerging. Scholarship, in the sense of a growing body of knowledge in distance education to



generate theory, began in the 1950s and gained momentum in the 1960s (Black, 2007). European distance education pioneer, Holmberg (1960), initiated a pedagogy of correspondence education in which he described correspondence teaching as a form of “guided didactic conversation” (p. 5). A guided didactic conversation is a learning conversation which presents material in an easily readable format, and uses colloquial language and a personal style that attempts to involve the students emotionally so they take a personal interest. He postulated that developing a relationship between the teachers and the students’ learning promotes feelings of study pleasure and motivation, and that such feelings can be fostered by well-developed self-instructional material and two-way friendly conversations (Holmberg, 1983).

Holmberg (2005) later refined this by referring to empathy as the foremost condition needed for successful distance education. He believed empathy includes the student emotionally – a feeling of belonging in the learning community supports motivation to study and encourages learning. While he agreed distance courses also need to be well structured, include interaction and student support, these will all be achieved with an empathetic approach.

Peters (2007) theorised that distance education was the “most industrialised form of education” (p. 57). He claimed distance education is characterised by its industrial nature in terms of planning, standardisation, mass production, repeatability and centralisation, and that the globalisation of communication has accentuated this characteristic. He argues this stance because distance education developed in an era of industrialisation, not only due to technical advances (e.g., relatively cheap printing methods), but also because industrialised people were less traditional and more willing to adopt new methods of education. In short, industrialisation not only gave us the tools to develop distance/online education but also created the mindset and context which allowed this form of education to be embedded as part of the culture of learning.

It could be argued that these early theorists looked at how distance education might closely resemble ‘real teaching’ and how that might be obtained through the technology available at the time (i.e., print, telephone, radio). Moore (2007) coined the term “transactional distance” which showed that distance teaching and learning is

better understood as a significantly different pedagogical domain, not as an aberration from the classroom. A distinguishing feature of distance education is the separation of the learner and the teacher; however, transactional distance is not fixed, it is relative rather than absolute. The transactions in transactional distance can contain more or less structure, more or less dialogue, and so result in more or less learner autonomy. Transactional distance could be seen to incorporate both Holmberg's (2005) and Peters' (2007) theories of "didactic conversation" and an industrial form of education in that it attempts to identify different levels of conversation (dialogue) and structure (industrialisation) that are appropriate for the levels of learner autonomy desired.

Wedemeyer ((1971) characterised distance learning as 'independent' study because the learner did not study in class but alone. However, more recently teachers have turned to ways to make distance learning more collaborative, and the emergence of Web 2.0 technologies, such as Wiki, have made this possible. This is in keeping with constructivist views of teaching and learning which have their roots in social constructivism (Vygotsky, 1987). Social constructivism purports that learning takes place within a social structure and that the interactions with, and feedback from, teachers and other learners assists in this process. Reinforcing the social constructivist theme, Johnson and Johnson (1996) have found through a meta analysis "that co-operative learning results in significantly higher achievement and retention than do competitive and individualistic learning" (p. 791).

Many researchers agree that online collaborative learning is possible, and there seems to be no doubt that an online learning community can exist (Harasim, 1990; Johnson & Johnson, 1996; Jonassen, Previsi, Christy & Stavroulaki, 1999; Lock, 2002; Paloff & Pratt, 1999; Rovai, 2001). Communities are no longer place-based; the internet is a global village square where people can, and do, come together to trade, meet, talk and be educated. In the 21st century communities exist in cyberspace and computer networks can provide education with powerful opportunities for co-operative learning (Paloff & Pratt, 1999). The variety of tools available allow students to work together both synchronously (i.e., at the same time) and asynchronously (i.e., posting to the same forums, but not at the same time) (Johnson & Johnson, 1996). Hargis (2005) provided "The Well" ([www.well.com](http://www.well.com)) as

an example of a successful online learning community that has existed for over twenty years.

This is a departure from theories of distance learning that promote student independence and Garrison, Anderson and Archer (2000) have constructed a conceptual framework of online learning based on the assumption that learning is best embedded in a community of inquiry composed of teachers and students. Their theoretical framework consists of three overlapping elements: social presence, cognitive presence, and teaching presence. Social presence refers to the student's ability to project themselves personally and so be represented as a 'real' person. Cognitive presence is the learners constructing and confirming meaning through reflection and discourse, and teaching presence is the design and facilitation of the learning process.

Successful online learning now needs to be learner-centred, rather than focussed on how the material will be delivered (Paloff & Pratt, 2003). They argued that online learners are self-directed learners and as such teachers/lecturers can only facilitate the acquisition of knowledge, not teach it. Online teachers provide "the container, pedagogically speaking, through which students can explore the territory of the course" (p. xv). Herie (2005) agreed that online is a unique blend of technology and conventional pedagogy. She claimed it is important to link theoretical perspectives of pedagogy with online strategies and applications and provided examples of strategies to meet different pedagogical paradigms.

For the 'container' to be effective, Paloff and Pratt (2003) provided a framework for the courses, institutions, instructors (teachers) and students. Courses should be kept simple and avoid information overload, encourage communication among students, and make expectations of the students clear. The institution should provide efficient pastoral and technical support, ensure reliable technology, provide an orientation to online learning and counsel students on their suitability for this type of learning. Online teachers first and foremost need to remember there are real people at the end of the line who need support and to be kept on track. They should also develop a sense of community, provide prompt and unambiguous feedback, and create a reasonable workload.

Institutions need to consider the "social psychology of online students to determine which are more likely to succeed and how to address their needs" (Paloff & Pratt,

2003, p. 4) when considering what makes a distance, particularly an online, course successful. Paloff and Pratt suggested a portrait of a successful online student which included students who have technical skills, are self-motivated and self-disciplined, are willing and able to commit the time, are willing to contribute to the learning of others, and realise this is not the easy option. They conclude that a model of a high quality online course includes a community that consists of effective students, effective course design, effective teaching and effective faculty support.

There is an assumption that because technology allows collaboration this will naturally occur; however, it is argued that effective teaching is crucial in establishing online learning communities. Garrison and Anderson (2003) claimed that the role of the lecturer is crucial to the success of the online learning experience for the learners. They found that the teacher must carefully consider the nature and timing of their responses, claiming that too many may stifle the learner's voice while not enough may leave them feeling abandoned. Herie (2005) agreed that it is not just pedagogical strategies that students react to but their response to individual instructors must be considered. For example, to realise constructivist aims instructors must develop a psychologically safe learning environment and encourage learner engagement.

An online learning community relies on the input of the learners to exchange ideas and to learn from each other. Without active participation, there is no community. Rovai (2001) called members of communities who do not actively participate 'lurkers,' and Hopkins (cited in Dolan, 2008) suggested there were more Web 2.0 users who are voyeurs than creators. Rovai (2001) was concerned that lurkers threaten the sense of community among learners, and when too many students become lurkers and there is a lack of responses, other learners doubt whether their messages are read. This may lead them to withdraw from online discussions. An important function of online teachers is to attract lurkers to participate and to prevent active participants from becoming lurkers. To facilitate this process the teachers must engage in a "continuing iterative dialogue" (Laurillard, 2002, p. 71) with the learners.

From this review of the literature it can be concluded that an effective e-learning environment includes faculty support, appropriate course design, empathetic teachers who develop a learning community, and motivated, capable students.

## 2.4 Effective e-learning in New Zealand

E-learning has been found to be effective in New Zealand. A study by the New Zealand Council for Educational Research (NZCER) (2004a) found that studies comparing student outcomes for e-learning and conventional courses show similar results. This study also found e-learning can improve understanding and encourage deeper learning, and can improve and sustain motivation, but that certain success factors needed to be present.

According to NZCER (2004a), some of the key factors leading to success in e-learning are formative feedback to students, facilitation of student-to-student interaction, clear learning objectives, clear course information, and reliable, simple and easily accessed technology. Milne and White (2005) listed a number of principles for quality e-learning which included a learner-centred approach, using well-established pedagogy and providing opportunities for collaboration. The e-Learning Advisory Group (2002), while identifying similar principles, added that e-learning should focus on New Zealand's unique identity which includes a long history of distance education and a highly respected education system that is open to new ideas and experiences while striving to be bicultural.

In New Zealand, the e-Learning Advisory Group (2002) claimed we should focus on the potential of e-learning to provide Māori with opportunities to participate in tertiary education. A core value of the ICDE, of which New Zealand was a founding member, is that distance learning provides access to education for all learners, particularly those who would otherwise be excluded (Feasley & Bunker, 2007). This core value should be pursued by institutions in New Zealand offering e-learning to not only improve Māori participation, but to offer a Māori pedagogy within an e-learning framework.

Access to the appropriate technology to engage in e-learning has been cited (Institutes of Technology and Polytechnics of New Zealand, 2004; NZCER, 2004b; Porima, 2005) as a barrier to Māori participation in e-learning. However, figures (Research New Zealand, 2009) suggested this is becoming less of a problem with 78% of Māori having access to a computer and internet, compared with 86% of non-

Māori. The penetration of technology for Māori was greater in the younger age groups with 83% of 15-24 year-olds and 87% of 25-39 year-olds owning, or having access to, a computer with an internet connection.

In 2004, Institutes of Technology and Polytechnics of New Zealand conducted a research project aimed at understanding how to use e-learning effectively with Māori learners. The resulting report from a hui (meeting) which was held as part of this project includes a conceptual model of e-ako pedagogy. This model suggests that e-ako pedagogy would include honour to the students, people and the subject. It would establish an appropriate kaupapa (values, principles, plans), build relationships (whanaungatanga), and be characterised by a willingness to share learning and knowledge of the students and their cultural context.

Effective e-learning for Māori students is described as having adequate support to sustain motivation, user friendly software and the opportunity to meet face-to-face with other learners and tutors (Porima, 2005). The major disadvantage for e-learners in this study was the feeling of isolation and the lack of a learning community. They commented that e-learning felt unnatural to them as Māori as they preferred learning in the company of others. They acknowledged that tikanga Māori principles, such as whanaungatanga, aroha (love or sharing) and manaakitanga (supporting others) were important to them in their learning.

In summarising what is required for an effective e-learning experience, Holmberg's (2005) notion of empathy appears to be significant. While he agreed that distance courses need to be well structured, include interactions among teachers and students and student support, he argued these will be achieved with an empathy approach. A skilled and empathetic online teacher is needed to support effective e-learning. Unique to New Zealand is ensuring e-learning provides for, and respects, Māori students. The emerging research so far for Māori and e-learning agreed with the international literature, arguing the need to build e-learning communities and to provide empathetic support for e-learners. In New Zealand, there is the need to ensure empathy develops from within culturally identified constructs such as whanaungatanga, manaakitanga and appropriate kaupapa.

## 2.5 Distance pre-service teacher education

Distance teacher education is a part of teacher education and cannot be isolated from the “complex web of issues, policies and resource decisions that in any country affect teaching and teacher education” (Robinson & Latchem, 2003, p. 2). Perraton et al. (2002) agreed that distance teacher education is not an isolated phenomenon but teacher education using distance methods can be effective if the programme addresses key issues. These key issues are knowledge and understanding of the subjects, pedagogy and understanding of students and learning, and the development of practical skills through teaching practicums.

The perceived disadvantages of distance education, such as lack of interaction and communication with other students and teachers, and therefore the lack of development of interpersonal skills, would seem to preclude distance education as being appropriate for teacher education. The image of a distance learner as an isolated individual working alone is at odds with the image of a teacher in constant contact with students and/or colleagues. Despite these perceived shortcomings there is a body of literature that reported teacher education is able to be successfully delivered at a distance. Perraton and Potashnik (1997), Perraton et al. (2002), Peterson and Bond (2004), Robinson and Latchem (2003) and Simpson (2003) agreed that teacher education is able to be delivered effectively through distance education as long as certain conditions are met.

However, Robinson (2003) claimed that “empirical research on the effectiveness of distance education programmes for teachers is sparse” (p. 193) but these programmes can provide acceptable courses, and self-report data from teachers rate them as useful and relevant. Oliveira and Orivel (2003) commented there is a wide variety and scale of ITE programmes offered worldwide, and that the “effectiveness of such programmes will always depend upon the relevance and quality of the course content, the materials and the tuition” (p. 232). They went on to add that there is “nothing intrinsically good or bad about distance learning and technology to make them more or less effective than face-to-face instruction” (p. 232).

Internationally the development of distance ITE has been in response to teacher shortages or equity issues (Simpson, 2003). Simpson's study analysed 21 programmes of distance delivery pre-service teacher education and found these were not homogenous. Those that were successful converged an understanding of the two disciplines: distance education and ITE. This understanding included attention to student support, student selection, skilled tutors, quality materials, a cohesive programme, field experience, and institutional support. Simpson found a developed/developing country divide where developed countries like New Zealand and the United Kingdom built their distance teacher education on decades of face-to-face teacher education, whereas in some developing countries this was not the case and distance teacher education had been designed to alleviate teacher shortages. She agreed with Nielsen (1997) that the ability of graduates to teach well should be one measure of the quality of the programme; however, she indicated the difficulty of using this measure due to the links between the graduates and the pre-service institutions generally being broken on graduation.

Perraton and Potashnik (1997) claimed:

distance education has been quite successful in expanding the number of trained teachers in classrooms, reaching large numbers in, for example, China, Tanzania and Zimbabwe, and doing so in ways that would not have been possible using conventional teacher training colleges. (p. 12)

Citing Perraton (1993), they gave evidence that distance student teachers have high examination pass rates and that "projects in Indonesia and Sri Lanka give some reassurance that students there did learn effectively at a distance" (p. 12). They felt evidence on classroom performance was more difficult to interpret as many students in distance education programmes spend longer in the classroom than those who go to traditional colleges of education and therefore are possibly more accomplished in the classroom. They concluded that the differences between trainees studying in different modes were "relatively small and, so far as they go, do not suggest that distance education must be ruled out, or ruled in, for any particular educational purpose" (p. 14). However, one point they did make was that "in many countries it remains something at the margin, outside the central and regular activities of teacher education and support, used to resolve occasional crises but not something to be taken as seriously as conventional educational methods" (p. 29).



Robinson and Latchem (2003) argued a beginning teacher's readiness to teach cannot be wholly attributed to the mode in which the ITE was undertaken and the programme as a whole needs to be considered. They also contended that new models and new realities of teaching require new modes of teacher training. Teachers need to learn to become independent learners and to deal with information technology, and that distance learning and technology-based programmes may actually help new teachers to deal with the challenges of teaching in an information society.

Not all of the literature is favourable towards distance teacher education. Peterson and Bond (2004) carried out a quasi-experimental investigation into two pairs of asynchronous online and face-to-face courses that prepared pre-service teachers for instructional planning. They found that both groups made significant gains in their learning and the assessment results did not reveal any significant difference between the two groups. The participant interviews, however, raised some reservations about online courses preparing them for the transition to a real classroom. They valued the face-to-face modelling and demonstrations, and preferred face-to-face feedback over that given online.

When considering the success of teacher education, the ability to transfer the theory and knowledge gained to the classroom must also be considered. Nielsen (1997) agreed that any teacher education programme should be judged on the ability of its graduates to teach well. This relates to the issue of 'transfer of learning' but there is no intention to review the general literature in this field. In an example of a study conducted in New Zealand, Doyle (2002) looked at the transfer of skills from a distance education course to the workplace. Although the study examined distance business students from the Open Polytechnic of New Zealand, it did find that distance learners gained specific skills, knowledge and dispositions from their courses and they could provide multiple examples of transferring this learning into their everyday lives and workplaces, the implication being that transfer can occur via a distance education programme.

In a more limited study, Gaudelli (2006) focused on two beginning teachers who undertook professional development (PD) via web-based learning. This study found that the immediate response of the participants was that they had not transferred learning in their practice from this type of PD. However, upon further investigation

it was apparent they had integrated a number of activities that directly related to their learning on the online course. This led Gaudelli to conclude that the “beginning teachers did not easily identify their sources of pedagogical thinking” (p. 9). He also commented that perhaps the old maxim of “‘the more one knows, the more one realises what one doesn’t know’ and its corollary ‘the more one knows the less one is able to recall how one’s thinking developed’ were in action in this finding” (p. 9).

The international literature on distance teacher education reports on a wide variety of programmes, many of which were designed to solve shortages of trained primary teachers. There is little empirical evidence arising from these studies and few studied classroom performance of the graduates, citing inherent difficulties in doing this. However, the general consensus is that distance teacher education can be effective if the underlying programme is sound and based on the principles of effective teacher education.

## **2.6 New Zealand distance teacher education**

The research field of online or distance teacher education in New Zealand is relatively small, but tends to concur with the international literature that this form of teacher education can be effective. In their reflections on a distance teacher education programme at Waikato University, Hall, Yates and Campbell (1998) commented that the students were generally positive about their experiences and valued the block courses. However, students raised issues concerning problems of communication, with lecturers sometimes being difficult to contact. However, Hall et al. noted that students could be unrealistic in their expectation of immediate responses to emails and phone calls, indicating that there may be a need for an agreed understanding of roles and expectations between students and lecturers.

Almost a decade later, Anderson and Simpson (2005) sought to discover how an online course of study prepared student teachers for their role as beginning teachers. The participants in their study were all first or second year teachers who had completed their course of pre-service teacher education at a distance. The overall conclusion reached was, that although the beginning teachers in their study faced challenges, they felt confident about their preparedness to teach.

While online learning offers a practical solution to the problem of a lack of qualified early childhood teachers in New Zealand, it also offers challenges (Nichols & McLachlan, 2006). They raised concerns that isolation from teacher educators may encourage early childhood student teachers to engage in an apprentice-like practicum whereby they model teaching on that of the supervising teacher rather than applying the knowledge from their teacher education programme. Furthermore, they argued the challenge of changing teacher beliefs could be even more difficult when alternative or diverse models are not readily accessible. In contrast, Doyle (2003) found distance learners “reported that as a result of their studies they were more self-confident and open-minded and held broader views of the world” (p. 2), and Holmberg (2003) would allay some of these fears stating that “experience shows that distance education can be effective in bringing about attitude change” (p. 34).

There is a continuing need to investigate the outcomes of different modes of teacher education in New Zealand (Kane, 2005). Kane noted that “while offering qualifications by distance, flexibly and/or through web-based delivery brings with it exciting opportunities for student teachers (and staff), it also brings some challenges with respect to quality” (p. 211). Further research is needed to shed light on both the benefits and challenges of different modes of delivery and to provide evidence that student teachers experience quality training.

## **2.7 Effective teacher education programmes**

Distance teacher education is not an entity on its own, it is part of teacher education and so must meet the criteria which define effective teacher education. However, defining effective teacher education is not easy, because like teaching, teacher education is complex and demanding. This is compounded by the general consensus that research in the field of teacher education is relatively new and in some respects limited (Grant & Gillette, 2006; Grossman & McDonald, 2008; Zeichner, 1999, 2004). However, the literature does suggest practices which lead to effective teacher education. If the online programme in this study is to produce quality teachers, the underlying basis of the programme must be sound.

Hoban (2005) argued teacher education programmes should be guided by an integrated and coherent conceptual framework. Hammerness, Darling-Hammond, Grossman, Rust and Schulman (2005) agreed that strong teacher education programmes should “be well integrated and coherent: they have integrated clinical work with course work so that it reinforces and reflects key ideas and both aspects of the program build towards a deeper understanding of teaching and learning” (p. 390). Darling-Hammond (2006) went on to list the common features of seven highly successful and long-standing teacher education programmes:

- A common, clear vision of good teaching permeates all course work and clinical experiences;
- Well defined standards of practice and performance are used to guide and evaluate course work and clinical work;
- Curriculum is grounded in knowledge of child and adolescent development, learning, social contexts, and subject matter pedagogy, taught in the context of practice;
- Extended clinical experiences are carefully developed to support the ideas and practices presented in simultaneous, closely inter-woven course work;
- Explicit strategies help student teachers confront their own deep-seated beliefs and assumptions about learning and students and learn about the experiences of people different from themselves;
- Strong relationships, common knowledge, and shared beliefs link school and university-based faculty; and
- Case study methods, teacher research, performance assessments, and portfolio evaluation apply learning to real problems of practice. (p. 41)

Grossman (2005) argued that teacher education has encompassed a wide range of pedagogical practices such as lectures, micro-teaching, computer simulations, case methods, and practitioner research but concludes that empirical research on the effectiveness of these approaches is lacking. Hoban (2005) suggested there is no one best way of educating teachers, and teacher preparation programmes should vary according to the goals and setting of the programme. Grossman (2005) agreed and argues that given the complex and multidimensional nature of teaching practice “no single pedagogical approach is ever likely to suffice in preparing teachers” (p. 452). She also argued that “in the professional preparation of teachers, the medium is the message” (p. 425) and that *how* student teachers are taught needed to be looked at. Grossman and McDonald (2008) argued that teacher education should “move away from a curriculum focussed on what teachers need to know to a curriculum focussed on core practices” (p. 189). This would involve giving student teachers the opportunity to “rehearse and develop discrete components of complex practices in

settings of reduced complexity” (p. 190), somewhat similar to clinical psychology where students are able to practise and experiment with therapeutic approaches. They went on to claim that using this approach may address the need for teachers to be culturally responsive, for example, teachers need to learn about the cultural knowledge of their students, but may never be given the opportunity to practise eliciting such information from students.

On the other hand, rather than appear as a set of rules and procedures, Loughran (2006) argued that teacher education should aim to “make the unseen clear, the taken for granted questioned and the complex engaging” (p. 173). Student teachers need to learn to be metacognitive and be conscious of their own learning. They need to understand that teaching is problematic; it is as Schön (1984) describes, “a swampy lowland” (p. 42). Student teachers should understand this problematic nature of teaching so that they do not seek simple solutions to complex problems. Furthermore, Loughran argued that teacher educators should make the tacit explicit, that they need to unpack teachers’ professional knowledge and emphasise it is not a bag of teaching tricks. Teacher educators also need to consider their own principles of practice, so that they do not undermine what they are saying with contradictory practices.

It is agreed that ITE can only take you so far: “It prepares you to be a beginner in a complex world” (Berliner, cited in Scherer, 2001, p. 7) and, as Russell and Loughran (2007) pointed out, “Teacher preparation is a beginning, not an end unto itself” (p. 11). Bartell (2005) agreed that even well-prepared beginning teachers are still novices with much to learn: “they bring an entry-level knowledge about a complex and difficult job” (p. 22). As Darling-Hammond (2006) argued, a major role of ITE programmes is to help student teachers see themselves as developing professionals and to accept that they will continue to learn throughout their lifetime.

## **2.8 New Zealand Teacher Education**

The teacher education programme in this study is part of a wider setting of teacher education in New Zealand. ITE in New Zealand changed considerably during the 1990s, due to government policy which deregulated teacher education and allowed a

competitive market. Until 1990 teachers completed their training face-to-face in one of six Teachers' Training Colleges; by 2005 there were 27 providers of ITE (Rivers, 2006) offering a variety of modes of study, including online, mixed media and part-time courses. The online programme in this study had its origins in the deregulated context.

Due to anecdotal assertions that the quality of teacher education programmes and their graduates was not assured, the Ministry of Education and the New Zealand Teachers Council commissioned four studies on teacher education. Cameron (2004) found that while a number of ITE programmes were well constructed, others were disjointed with a clear divide between theory and practice. Kane (2005) expressed concern that while the conceptual frameworks of New Zealand ITE are grounded in research, they lacked coherence. She found there was considerable variation in the way conceptual frameworks were understood and presented and also a lack of clarity on the purpose of a conceptual framework. Kane argued providers needed to critically examine the conceptual coherence and integration of their qualifications to ensure they are built on a strong vision of good teaching practice and supported by sound theoretical information. Kane also questioned the coherence of some qualifications as they were fragmented into several separate papers. She claimed this raised issues in terms of staff and student workload and could lead to course work being separated from practicums, further deepening the practice/theory divide. It could leave student teachers having to make sense of the connections among the various papers and parts of the programme if this is not made explicit by the teacher educators.

In contrast, Greenwood, Copley, Mikaere-Wallis and Fa'afoi (2005) found wide differences in the knowledge that was most valued by the stakeholders, such as teachers and principals, which she says "highlights the diversity of situations in which teacher education graduates will be employed and highlights that one size does not fit all" (p. 4). This agrees with the international literature of Loughran (2006), Grossman (2005) and Hoban (2005) who argue that teacher education is complex and not a one size package of tips and tricks.

Practicum is seen as an essential and integral component of ITE where student teachers have the opportunity to actually teach. Kane (2005) found that all providers offered a minimum practicum experience (known variously as teaching experience, teaching practicum, teaching section) as required by the New Zealand Teachers Council. While the stakeholders in Greenwood et al.'s (2005) study considered practicum a time for student teachers to put theory into practice, there was less assurance that student teachers had opportunities to learn to teach in ways that research would define as quality teaching (Cameron & Baker, 2004). Cameron and Baker also found a lack of alignment existed between the goals of the practicum and the actual experience, and student teachers may be pushed to conform to their associate's practices. Cameron (2004) noted that the associate teacher has a critical role to play in ITE but there was limited information about the relationships between the providers and the associate teachers. Without such collaboration it is possible student teachers will not experience consistent views of 'quality' teaching, with many mistaking the maintenance of order in the classroom as student engagement in learning (Cameron & Baker, 2004).

While these four studies have contributed significantly to research on ITE in New Zealand, all agree there is more research needed. The literature review carried out by Cameron and Baker (2004) concluded that "There is a clear need for more research on initial teacher education" (p. 68). They assert that much of "the work did not meet the standard expected in international scholarly journals, or even in national peer-reviewed academic or professional journals" (p. 66). Furthermore, they claimed "We lack basic description of the curriculum or understanding of the pedagogy of initial teacher education and of the core knowledge and skills that student teachers are expected to develop before they graduate" (p. 68).

The lack of research into ITE is understandable given the historical development of teacher education in New Zealand. Until 1990, teacher education was conducted by teachers' colleges, and staff were not expected to undertake research – many teacher educators did not have the skills or background to undertake research. Even by 2003 when the initial performance-based research funding round was reported staff involved in teacher education were rated as barely research active (Kane, 2005). However, she pointed out that this problem is by no means unique to New Zealand and quoted Allen

(cited in Cameron & Baker, 2004) who noted “the research enterprise is fairly young and underdeveloped in comparison to that in many other fields” (p. 65).

ITE qualifications must be research informed, yet many teacher educators lack research experience (Kane, 2005). Therefore, establishing a research culture among initial teacher educators should be pursued and there is a great deal of scope for teacher educators to contribute (Rivers, 2006). Kane (2005) called for more exploration on the different modes of ITE delivery to “shed light on both the benefits and challenges of different modes of delivery” (p. 236).

Another area that Kane (2005) suggested for in-depth research is the relationship between ITE and the first two years of beginning teaching, with a view to ensuring it is considered a continuum informed by a shared vision. ITE should not end when a beginning teacher exits a college of education and becomes a beginning teacher. This study took up two of those challenges: to investigate a different mode of ITE and to track these online students into their first six months of teaching.

## **2.9 Beginning teachers**

While this research focused on beginning teachers who studied in the online mode and their beliefs about how prepared they were for teaching, their induction into the teaching profession had considerable impact on their efficacy as teachers. According to Bartell (2005), “the entry period is a crucial time in the development of a teacher” (p. 5) and novices can be left to struggle or be involved in a rich and continued learning experience. The initial years of teaching should “thoughtfully introduce new teachers to their responsibilities and bring newcomers into the profession” (p. 6). The goal of induction should be to “help new teachers not to just survive, but to succeed and thrive” (p. 6). There is ample research to indicate that beginning teachers need to have an effective induction for professional success.

It has been widely acknowledged that the early years of teaching are stressful, but also a critical stage in the development of a teacher (Cochran-Smith, 2004; Feiman-Nemser, 1983; Kane & Mallon, 2006; Lortie, 1975; OECD, 2005). The transition from ITE to the workforce is often one of uncertainty and challenge for beginning teachers. Fuller



(1969) described the first year as the survival stage in teacher development. What they encounter is new and challenging, and they must find a professional place within the school (Herbert & Worthy, 2001). According to Herbert and Worthy, “with few exceptions it is described in a negative manner, using terms such as frustration, anxiety, isolation, and self-doubt” (p. 898). Bartell (2005) agreed that most beginning teachers start with high expectations of themselves, but many over the course of the first year “experience a decreased belief in their own self efficacy” (p. 3).

New teachers have special needs that stem from their status as novices (Bartell, 2005). They need to become familiar with the school, master the paper work, manage their classrooms, know what to teach, and how best to teach it. They need to learn the norms of the profession and negotiate the politics of the staffroom (Bartell, 2005). In addition, beginning teachers may feel they have little support in the school and Cameron (2007) refers to the situation where “in many instances they were left alone in their classrooms to sink or swim” (p. 1) and that in many countries “beginning teachers have had exactly the same responsibilities as their experienced colleagues, with little or no acknowledgement of their novice status” (p. 1). As Feiman-Nemser (2001) asserted, “New teachers have two jobs – they have to teach and they have to learn to teach” (p. 1026).

Sabar (2004) likened novice teachers to immigrants – beginning teachers are strangers to the group of teachers they have joined and are unaware of the cultural codes of the group. In addition to being strangers they are also marginalised as they “lack confidence in their behaviour and in their social status and are thus dependent on the goodwill of the members of the group” (p. 148). As Sabar claimed, marginal people live under high stress, and tend to be attracted to the other marginal people and so create a group of novice teachers clinging to one another (Kainan, cited in Sabar, 2004). At the same time, the experienced teachers can perceive the enthusiasm and energy of new teachers as a threat and will rebut or disregard the novices’ ideas. This can lead to isolation and loneliness in novice teachers just at a time when they are most in need of professional support. Bartell (2005) agreed that new teachers often encounter philosophies and practices different to those espoused in their ITE and that schools are traditional places where innovation is discouraged, particularly innovation suggested by beginning teachers.

The importance of effective mentoring is widely acknowledged as a key to successful induction into the profession. Smith and Ingersoll (2004) argued that a salient factor in effective induction is having a mentor, and Feiman-Nemser (2001) claimed that just as all students deserve caring and competent teachers, all beginning teachers deserve caring and competent mentors. As she claimed, no matter how good an ITE programme may be, there are some behaviours, knowledge sets and attitudes that can only be learned on the job and that induction should be part of a continuum of teacher professional learning that builds on the knowledge and skills developed in ITE.

Bartell (2005) claimed the purpose of an induction programme is to nurture and develop promising teachers and to help them become more effective. According to her, some key elements of an effective induction programme are clarity about the purpose, effective leadership and administration, linkages with and an understanding of ITE and experienced mentors who will provide feedback and guidance. Successful induction programmes reported by Howe (2006) included “opportunities for experts and neophytes to learn together in a supportive environment promoting time for collaboration, reflection and gradual acculturation to the profession of teaching” (p. 295). Feiman-Nemser (2001) went on to describe beginning teacher induction as supporting new teachers to gain knowledge of students, how to create a positive classroom community, and to develop a professional identity.

Mentoring support is highlighted in the literature on the transfer of training, McDonald (2005) stated “one of the key determinants for effective transfer is the nature of the on-the-job support given to the trainee” (p. 144). McDonald emphasised the importance of mentors having the appropriate skills to work with other adults and the ability to facilitate “improved sustained performance” (p. 145); unfortunately he feels “most do not have the qualifications for this role” (p. 145).

The deficiencies in adequate mentoring were highlighted by Hobson, Ashby, Malderez and Tomlinson (2009) who cited problems such as a general lack of support or availability of mentors, and that a substantial number of student and beginning teachers actually feel bullied by their mentors. “The restricted range of approaches employed by some mentors serves to restrict their mentee’s learning and development” (p. 211), emphasising there is a necessity to adequately prepare mentors for their role.

However, not all beginning teacher experiences are negative. Huberman (cited in Herbert & Worthy, 2001) described some as having “easy beginnings”. Herbert and Worthy described the case of a beginning teacher with a successful start and argued that the reasons for success of some beginning teachers needs to be more fully investigated so we can gain insight into how to avoid the common problems. McCann and Johannessen (2004) concluded that while beginning teachers’ stories tend to be of hard work and frustrations, they also report satisfaction and a will to persevere.

It is generally agreed that beginning teaching is challenging and that beginning teachers need to be effectively inducted into the profession. However, this is not just for their own sake because “any teacher, particularly a novice teacher, cannot teach children well if they are demoralized and overwhelmed” (Intrator, 2006, p. 238). If any teacher is not teaching well and loses their enthusiasm and energy, then it is our children who suffer. An issue for this study was the relative impact on the participants’ teaching efficacy between their ITE programme and with the beginning teacher support received. It is clear from the literature that this continuum of ITE into beginning teaching is inexorably intertwined.

## **2.10 New Zealand beginning teachers**

The concerns of New Zealand beginning teachers echo those experienced internationally. The synthesis of a four-year longitudinal study on beginning teachers (Grundoff & Tuck, 2003) stated that generally beginning teachers had a high regard for the quality of their ITE, but the first weeks of teaching were a time of considerable stress, and some described the experience as a culture shock. They reported the sources of this stress as being unprepared for the day-to-day reality of teaching, insufficient resources, information and task overload, and insufficient time. Both the graduates and their supervising teachers suggested that their ITE should have prepared them more effectively for this aspect of the work, and from their perspective “there is too much talk about teaching and not enough ‘real’ teaching experience in the pre-service programme” (p. 38). Dewar, Kennedy, Staig and Cox (2003) also reported that beginning teachers find their first year very difficult, citing that classroom management, pastoral care of the students and establishing a work/life balance are the most difficult aspects. Unlike Grundoff and Tuck, the participants in this study

reported that the ITE did not adequately prepare them for classroom management issues, nor the amount of paperwork and administration teaching involves.

Beginning teachers generally feel confident about their capabilities (Anthony & Kane, 2008; Cameron & Baker, 2004); however, areas reported as challenging were practice related to the inclusion and support of Māori students, communicating with parents and caregivers, the behaviour management of students, and meeting the needs of diverse learners. However, Anthony and Kane noted that “initial teacher education is only the beginning of the learning continuum” (p. 24) and that perhaps some aspects of the teacher’s job, such as communicating with parents “may well be better addressed in the first two years of teaching” (p. 24). They claimed new teachers have legitimate learning needs that are contextual, some of which cannot be predicted, further adding to the argument that the first two years of a beginning teacher’s career needs to build on, and develop, the learning from ITE.

Although some of the beginning teachers in Anthony and Kane’s (2008) study endorsed that the first year was oriented towards survival, many clearly stated they wanted to do more than just survive; they wanted to continue learning and to develop as teachers. By the end of their first year many “were able to reflect on the progress they had made in a range of teaching practices” (p. 33).

The Education Review Office (2005) echoed the concerns and challenges of beginning teachers reported elsewhere. These included learning self-management skills, learning school policies, systems and processes, unrealistic time demands, and establishing rapport with the students. In meeting these challenges the beginning teachers reported a general developmental process where they built their sense of belonging and identity in the school, developed their own professional competence, and improved their time management. This process was supported through collegial modelling, advice and encouragement. It was also important for the beginning teachers to feel “that they had something of their own to offer and add to the professional culture of the school” (p. 21).

In a study of Māori beginning teachers, Stucki, Kahu, Jenkins, Bruce-Ferguson and Kane (2004) found similar concerns and added a major stress of beginning teaching

came from the conflict between the demands of their personal and professional lives. Unlike other research, establishing relationships with parents was reported positively with the comments that establishing relationships within the community was enhanced through being involved in kapa haka performances or actively venturing into the community to meet parents.

An evaluation of the Graduate Diploma of Teaching at VUW (Brocklesby & Sandford, 2006) found that graduates generally felt the ITE programme prepared them well. In particular, the graduates showed proficiency in the understanding of theory and practice, knowledge of the New Zealand curriculum, the ability to manage the learning environment and prepare well for lessons, although interestingly the supervising teachers rated the beginning teachers higher on aspects of their practice than the beginning teachers rated themselves. They identified engaging Māori learners, their ability to meet the needs of diverse learners, and aspects of behaviour management as areas they felt least equipped to deal with.

In a study solely on beginning teachers who studied online, Anderson and Simpson (2005) found that although the beginning teachers faced challenges, a distance delivered teacher education programme had some positive effects, such as teaching self-management skills, the development of ICT skills, and being embedded in a community. The participants noted the levels of organisation and time management needed for distance study prepared them well for this demand as a beginning teacher. In contrast with reports of other beginning teachers having difficulty with communicating with parents and caregivers, the participants in Anderson and Simpson's study already felt a sense of belonging to and knowing the community:

Of course teacher education students who stay in the community are important for small country localities where recruiting and retaining skilled and qualified teachers is difficult. Thus community embeddedness both helped prepare participants for their teaching role, and helped ensure they won such a role. (p. 6)

ICT skills the beginning teacher brought to the school were appreciated by teachers who lacked these skills, and the beginning teacher was immediately able to “feel they were contributing to the professional environment” (p. 6).

New Zealand research concurs with the international literature that the first two years of teaching are a crucial influence on the formation of a teacher identity (Cameron, 2007; Cameron, Baker & Lovett, 2006; Grundoff & Tuck, 2003; Kane & Mallon, 2006) and the crucial role a mentor plays in mediating the stress of beginning teaching and “in scaffolding the development of ‘craft knowledge’ and knowledge about the everyday politics and systems of the school” (Grundoff & Tuck, 2003, p. 39).

A significant difference in New Zealand, however, is the recognition that the first two years of teaching as an induction phase are well embedded in the education system. The government, through the Ministry of Education, puts significant investment into the development of beginning teachers by formally recognising them as Provisionally Registered Teachers (PRTs) and providing a 0.2 time release allowance. In effect this means PRTs hold 80% of a full teaching load and the other 20% is recognition of their beginner status and is to be used for PD and planning. In Year 2, the allowance is reduced to 0.1. These teachers also have the right to expect a “planned programme of advice and guidance” (Ministry of Education & New Zealand Teachers Council, 2006, p. 7), a supportive environment, and a mentor who has some experience in adult education, who has an empathy for PRTs and is willing to help and give of their time.

In his international review of exemplary teacher induction, Howe (2006) cited several studies which claimed that the New Zealand initial teacher induction programme is exemplary. The success of the New Zealand programme is a result of the provision of release time for new teachers and mentors, orientation, mentoring, observations and an ongoing in-service PD. Howe argued there is a “high degree of camaraderie and collegiality” (p. 293) among New Zealand teachers and that “veteran teachers consider it their duty to pass on to the next generation of teachers their knowledge, skills and experience” (p. 293).

However, despite having a mandated induction programme, studies in New Zealand found the provision of beginning teacher support and induction to be uneven and ad hoc (Anthony & Kane, 2008; Cameron, 2007; Cameron, Dingle & Brooking, 2007; Dewar et al., 2003; Education Review Office, 2005; Stucki et al., 2004). In 2006 the New Zealand Teachers Council launched a major research programme to investigate

the quality of advice and guidance accessed by PRTs in New Zealand. The first two reports in this programme (Cameron, 2007; Cameron et al., 2007) both “confirmed areas where more support was needed and showed inconsistencies in the New Zealand system” (Aitken, Bruce Ferguson, McGrath, Piggot-Irvine & Ritchie, 2008).

A major concern was that many PRTs are not receiving the mandatory time allowance and were frustrated that they are not able to use non-contact time according to their perceived needs, for example, to observe other teachers (Anthony & Kane, 2008; Cameron et al., 2007). Furthermore, Cameron et al. noted that many PRTs began their induction period in relieving positions which seemed to mitigate against the school taking responsibility for their induction. Some were uncertain about their entitlements and 20% were teaching out of their field.

A further source of dissatisfaction was the lack of a PD programme and the lack of collegial support and guidance. Classroom observations of PRTs were infrequent and tended to focus on registration requirements rather than PD (Anthony & Kane, 2008; Cameron et al., 2007). Although most PRTs were allocated a mentor teacher, some were not, yet Grundoff and Tuck (2003) found the supervising teacher has a critical role in the development of the beginning teacher over the first two years of teaching.

While those mentoring PRTs were generally positive about their role with PRTs (Aitken et al., 2008; Anthony & Kane, 2008; Cameron et al., 2007), most had had little formal training in adult education. Aitken et al. (2008) noted this need for PD, and Cameron et al. (2007), while echoing this, suggested that mentors need to be carefully chosen and have the “disposition, personal qualities, and relevant teaching expertise” (p. 109).

Using the analogy that it takes “a whole village to raise a child” (African Proverb; Clinton, 1996), Aitken et al. (2008) claimed it is not only the mentor who is responsible for inducting a beginning teacher. Schools that exhibited best practice in induction had a carefully built induction culture and staff open to “receiving feedback about progress and teaching” (p.vii). Kura Kaupapa (Māori language immersion schools) included their study exhibited a philosophy of Te Aho Matua

(placing emphasis on the family) which extended to beginning teachers “so that our beginning teachers never stand alone” (p. 91). Beginning teachers were described as taonga (treasures) and became members of the kura whanau (family) and therefore it became a collective responsibility to support the beginning teacher through the induction process. If the PRT did not reach full registration within the minimum two-year period, then they were “not willing to give up on our own” (p. 94), and when they did become fully registered, “there is a school-wide celebration and a sense of shared ‘ownership’ of this achievement” (p. 94).

The concerns of beginning teachers are similar across the studies and tend to focus around behaviour management of students and the time-consuming nature of the day-to-day reality of teaching, with most reporting that their ITE had not prepared them for this. An interesting observation is the notable exception of Anderson and Simpson (2005) where the participants comment that the levels of organisation and time management needed for distance study prepared them well for this demand as beginning teachers. It is agreed that ITE is only the beginning and that the induction period should be part of a continuum of teacher professional learning that builds on the knowledge and skills introduced in ITE. A significant difference for New Zealand beginning teachers is the mandated government funded reduction in workload which means that all beginning teachers should have an effective induction into the profession. Unfortunately, the provision of appropriate induction varies considerably in New Zealand schools.

## **2.11 Conclusion**

There is overwhelming evidence that distance learning can be successful for ITE. However, this success entails certain conditions for effective distance learning and effective teacher education being in place. Effective e-learning requires well-structured and supported programmes, as well as skilled and empathetic teachers. Effective teacher education is complex and demanding, and requires programmes that are founded on a coherent conceptual framework, that also build towards a deep understanding of teaching and learning.



Internationally distance teacher education is a part of teacher education and cannot be isolated from the “complex web of issues, policies and resource decisions that in any country affects teaching and teacher education” (Robinson & Latchem, 2003, p. 2). A beginning teacher’s readiness to teach cannot be wholly attributed to the mode in which the ITE was undertaken and the programme as a whole needs to be considered. In New Zealand, ITE has been found to be variable across programmes with some well constructed, and others disjointed (Cameron, 2004). Kane (2005) has called for more coherence in the programmes citing that many are fragmented into several separate papers. Beginning teachers, however, were found to be generally favourable towards their ITE, feeling well prepared for the classroom and confident in their abilities (Anthony & Kane, 2008; Brocklesby & Sandford, 2006; Cameron & Baker, 2004).

There is some evidence that e-learning may in fact prepare student teachers better for some aspects of teaching (Anderson & Simpson, 2005), and Robinson and Latchem (2003) claimed that new models and new realities of teaching require new modes of teacher training. Teachers need to learn to become independent learners and to deal with information technology, and that distance learning and technology-based programmes may actually help new teachers to deal with the challenges of teaching in an information society.

ITE is only the beginning of a continuum of teacher professional learning that builds on the knowledge and skills introduced in ITE (Anthony & Kane, 2008; Cameron & Baker, 2004; Dewar et al., 2003). The first two years of induction into the profession are crucial and it is acknowledged that a suitable mentor plays a critical role in mediating the stress of beginning teaching and in scaffolding the development of the beginning teacher. Despite New Zealand having a mandated induction programme, it appears schools are ignoring this requirement and variable access to beginning teacher induction has been found.

This literature review has identified eight key themes:

- Distance learning is effective as long as the conditions for successful distance learning are in place;

- Distance teacher education is effective if the underlying programme is sound;
- New Zealand has a long tradition of distance learning and effective e-learning in New Zealand has been researched and published;
- E-learning in New Zealand should focus on New Zealand's unique identity and may provide greater access to tertiary education for Māori;
- Effective teacher education requires programmes that have a coherent conceptual framework, and build towards a deep understanding of teaching and learning;
- Beginning teachers report that they generally feel well prepared by their ITE, but feel overwhelmed by the day-day busyness of teaching and find managing student behaviour challenging;
- Initial teacher education is the beginning of teacher professional learning, not the end. Effective induction is crucial to the developing professional; and
- Despite New Zealand having a mandated period of induction for beginning teachers, provision of this varies across schools.

This review of the literature clearly indicates that in New Zealand the experiences of student teachers who study in the online mode is relatively under-researched and there have been clear calls for more in-depth research on distance teacher qualifications (Kane, 2005). Simpson (2003) also notes that once students graduate, their links with their ITE institution are lost, so an avenue for further research is to track online learners into the classroom. It is also well known that beginning teaching can be traumatic so it is vital that all ITE suitably prepares beginning teachers to manage entry into the profession. It is imperative to research the ability of online programmes to prepare beginning teachers for the classroom; thus this study was vital. In specific terms it researched whether beginning secondary teachers who studied in the online mode felt suitably prepared to teach. It specifically looked at the ways an online programme prepares beginning secondary teachers and makes recommendations to improve the learning experience of online student teachers.

# Chapter 3

## Methodology

### 3.1 Introduction

This chapter describes how the research was accomplished. It outlines the research design and the methods used to collect and analyse the data in order to examine the experiences of beginning teachers who completed their ITE online as they enter the world of teaching. This study investigated the reported perceptions or constructions of the participants of their ITE and their perceived readiness to begin teaching; therefore the fundamental philosophy underpinning this research was a constructivist world view. The research focussed on nine beginning teachers during their first six months of teaching, and qualitative data were collected through two surveys and one face-to-face interview. The data were analysed using content analysis, in which inductive coding and sorting were used in order to allow themes and conclusions to emerge.

### 3.2 Research aim

The methodology was designed to answer the following key research question:  
In what ways does an online course of study prepare student teachers for the reality of a face-to-face occupation and the classroom?

with the aim of:

- discovering if beginning secondary teachers who complete all their pre-service teacher education in the online medium perceive they are suitably prepared to teach in a face-to-face classroom
- discovering in what ways the online teacher education programme prepared the beginning secondary teachers for the classroom
- making recommendations to assist the learning of the online students.

### 3.3 Theoretical foundation

Guba and Lincoln (1994) suggested four paradigms for qualitative research: positivism; post-positivism; critical theory; and constructivism. The researcher was drawn to an interpretive/constructivist paradigm because she wanted interactivity with the participants, and to attempt to understand the complex world of lived experience from the point of view of those who live it (Schwandt, cited in Mertens, 2005). The researcher did not expect to find one reality and saw no value in taking a positivist approach. Instead, it was expected that multiple realities of the beginning teachers' experiences would be found. Denzin and Lincoln (2008) suggested a constructivist paradigm assumes relativist ontology where multiple realities exist.

A constructivist paradigm was appropriate as this study hoped to gain an understanding of the constructions held by participants about beginning a face-to-face career, after having studied for much of it in the online medium, and multiple realities of the beginning teachers' experiences may exist. The research sought the participants' reported perceptions, explanations and beliefs. It did not intend to explain, predict or critique the situation. Patton (2002) stated that a constructivist perspective is appropriate when the research aimed to locate reported perceptions, truths, reality, explanations and beliefs.

### 3.4 Research design

A constructivist paradigm assumes a subjectivist epistemology where the knower and the subject create understanding and therefore requires a personal, interactive mode of data collection in a naturalistic setting (Denzin & Lincoln, 2008). Therefore a qualitative research design is appropriate within a constructivist paradigm, as multiple realities of beginning teachers' experiences may exist and this type of design will allow "thick descriptions" (Geertz, 1973, p. 9). It will also provide insights as to why beginning teachers may experience a particular phenomenon. As described in Chapter 2, the experiences of beginning teachers who studied in the online mode are relatively under-researched and, according to Morse (cited in Creswell, 2003), qualitative designs are appropriate for research projects where the concept is immature and lacks a research history, and where there is a need to

explore and describe phenomena and develop theory. Mertens (2005) also stated that “qualitative methods are used in research that is designed to provide an in-depth description of a specific program, practice or setting” (p. 229). This study was undertaken to provide an in-depth description of the participants’ views of an online teacher education programme and its ability to prepare them for the classroom.

As this study tracked nine online student teachers into their first position as a beginning secondary teacher, a multiple case study was an appropriate methodology. Case study is a methodological approach that involves gathering information about individuals or groups to permit the researcher to understand how the subject operates (Berg, 2004), or as Punch (2005) states, the basic idea is that the researcher will study one case (or a small number of cases) in detail. Stake (2005) defined a collective (or multiple) case study as one in which the instrumental case study is extended to several cases. Punch (2005) described several characteristics of case studies which suggest the suitability of this methodological approach for this research. Firstly, cases are bounded, they have boundaries. The participants in this study were bounded by the phenomenon that there were several beginning secondary teachers who had studied their ITE online. They all began their teaching careers in New Zealand secondary schools and the timeframe involved their first six months of teaching.

Secondly, the case is of something. In this study it was the perceptions of the participants of their ITE and their preparedness to teach. According to Punch, one of the strengths of a case study is that it can provide understanding into new areas of research. While this research is not completely new, it is an emerging field.

Case studies also use multiple sources of data and multiple data collection methods usually in a naturalistic setting (Punch, 2005). This research used multiple sources of data and multiple data collection methods as it included nine cases and collected data through two surveys and one face-to-face semi-structured interview. Some of the data were gathered in a naturalistic setting as the interviews were carried out in the schools of the participants.

The surveys contained both closed and open-ended questions which yielded both qualitative and quantitative data. The closed questions asked the participants to rate themselves against a four point Likert scale on their perceived competence in a range of teaching skills and also their perception of how well their teacher education prepared them for these skills. A four point scale was chosen so the participants had to make a decision on their perceived competence rather than remain neutral. The open-ended questions invited them to make comments on each of the closed questions, and there were also several open-ended questions where the participants shared their major successes and challenges as well as any other comments they wanted to make. The semi-structured interviews yielded qualitative data only. It was hoped that gathering both quantitative and qualitative data would lead to a richer picture of the beginning teachers' experiences.

### **3.5 Selection of participants**

In order to answer the research question the participants were all recent graduates of the online secondary teacher education programme at VUW. The cohort who graduated mid-year 2007 were invited to volunteer for the research and 13 agreed to take part. As there was likely to be attrition, it was decided to include all 13 although this was greater than the number required. Attrition did occur, and out of the 13 who volunteered two were unable to secure positions as beginning teachers in time to be included in the study. From the 11 left, nine returned Survey 1, six returned Survey 2, and seven agreed to be interviewed.

The participants ranged in age from 24 to 45, with five males and four females, and four of them identifying as Māori. The age, gender and ethnicity balance is not typical of all beginning teachers, as they would be younger and include proportionately more females and fewer Māori graduates; accordingly this may have implications for generalising the findings to other beginning teachers. However, having four Māori graduates with two who subsequently found employment in a Kura Kaupapa added an unexpected, but welcome, dimension to the study.

All of the participants were employed in state co-educational schools with a range of decile ratings. The geographical distribution was relatively diverse with participants

from the North and South Islands, and large and small cities and towns. Table 3.1 summarises the participants in the study, and information about the school in which they were employed.

**Table 3.1: Participants**

Participant	Completed	School	Subjects
P1 Male 29 Pakeha	Survey 1 Survey 2 Interview	State Co-ed Decile: 8 Roll: 1048 Large NI City	Social Studies, Yrs 9 & 10
P2 Male 44 Pakeha	Survey 1 Survey 2 Interview	State Co-ed Decile: 7 Roll: 1826 Large NI City	Social Studies, Yrs 9 & 10, Yr 12 Tourism, Yr 12 & 13 Geog
P3 Male 27 Māori	Survey 1 Survey 2	State Co-ed Decile: 2 Roll: 347 Medium NI town	Phys Ed, Yrs 9, 10, 11, 12, Health, Yr 9 & 10
P4 Female 24 Pakeha	Survey 1 Survey 2 Interview	State Co-ed Decile: 2 Roll: 447 Small SI City	English, Yr 11 & 12, Drama, Yrs 9, 11 & 12
P5 Female 40 Māori	Survey 1 Interview	State Co-ed, Kura Kaupapa Decile: 1 Roll: 178 Medium NI town	Māori PA, Music, Technology – all levels
P6 Male 32 Pakeha	Survey 1	State Co-ed Decile: 4 Roll: 932 Large NI City	English, Yrs 10, 11 & 12
P7 Female 35 Māori	Survey 1 Survey 2 Interview	State Co-ed Decile: 4 Roll: 717 Medium NI town	Te Reo Māori, Yrs 9-13, Māori PA
P8 Female 45 Pakeha	Survey 1 Survey 2 Interview	State Co-ed Decile: 8 Roll: 1258 Medium NI City	Science Yrs 9, 10, 11. Human Bio, Yr 11
P9 Male 33 Māori	Survey 1 Interview	State Co-ed Kura Kaupapa Decile: 1 Roll: 178 Medium NI town	PE, Māori PA, VA, Kapa Haka, Mau Rakau – all levels

### 3.6 Sample limitations

An obvious limitation to the sample was that a purposive selection of participants was not possible. Cohen, Manion, and Morrison (2000) defined purposive sampling as sampling for a specific purpose and picking a group who fit a profile. To make this research more generalisable it would have been preferable to purposively select the participants to be more representative of the cohort of graduates. Ultimately all

who were able, and had volunteered, took part and as Katzer, Cook and Crouch (1998) comment, “volunteers are different from those who do not volunteer” (p. 168). One could speculate that those who completed the programme within the year, and were employed almost immediately upon graduating, had greater strengths than those who did neither of these. The nine who took part in the study had already successfully completed an intense year of graduate study alone and succeeded in finding a position as a beginning teacher. They were not typical of the cohort, because of the 30 who entered the programme the participants were the only ones who completed the programme within one year and found a position immediately upon completion. The rest of the cohort either did not complete or did not find a position.

### **3.7 Ethical considerations**

An important ethical issue the researcher had to consider was the dynamics of the power relationship. She was the Programme Director of the programme in which they were enrolled. In order to lessen the impact of this, the participants were invited to volunteer near the end of the programme after assessment had occurred. The guidelines in Appendix 2 of the VUW Human Ethics Policy, which sets out the conditions for using one’s own students as research participants, were followed and the approval granted by the Human Ethics Committee was assessed as low risk. The researcher was also aware of a potential conflict of interest in researching a programme she managed, and the need to avoid selective use of the data. There may have been a temptation to report only positive aspects of the programme. As such, all data gathered have been stored electronically and are available for peer scrutiny.

The participants and their schools were known to the researcher but their identities were strictly confidential. There was the potential for data gathered to reveal negative and or sensitive information about the participants and their schools, and so confidentiality was guaranteed to ensure that all responses would be honest. The participants were assigned a code as seen in Table 3.1, and the schools’ identities protected through referring to them by their description. Written, informed consent was sought from all of the volunteers and they were informed of the right to withdraw at any time throughout the research process.



It was anticipated in the proposal there may be the potential for revelations that may breach employment law or the Teachers' Code of Ethics. In some cases this occurred and, as Walliman (2005) suggests, advice was given to the participant about who to contact for help.

### **3.8 Data gathering**

#### ***Data collection methods***

For construct validity, Yin (2003) advocates the use of multiple data sources. For each of the research questions in this study there were three data sources. These were two written surveys (Appendices 1 & 2) and a semi-structured interview with those who agreed to be interviewed (Appendix 3). As it was expensive to travel to the participants, it was decided only one face-to-face interview was achievable within funding constraints. However, as the researcher was interested in the journey of the beginning teachers, data were gathered over a six-month period rather than at just one point in time. Written surveys were used to gather the initial data in September and October, 2007. Telephone interviews were considered, but surveys had the advantage of being able to be self-administered and completed at a time convenient to the participants. As the participants were embarking on a new teaching career where time was limited and stress levels high, surveys were considered the most appropriate method.

#### ***Surveys***

Two surveys were designed to include reporting of both self-assessment and self-reflection against the Graduating Teacher Standards, specifically those used to assess teaching experiences during the ITE programme. During teaching experiences the student teachers had been assessed by associate teachers and visiting lecturers on a range of teaching skills that are expected of beginning teachers. Therefore the participants were familiar with the skills and measurement nomenclature. Furthermore, these standards were thought to guide their thinking to the pedagogy required to begin teaching rather than administrative tasks that will occupy much of their time.

As this is largely a qualitative investigation, the surveys contained both open-ended and closed questions, but with room for additional comments to the closed questions.

The closed questions required the participants to self-assess against a 4-point Likert scale (Mertens, 2005; Punch, 2005) of 'strong', 'competent', 'further development required' and 'urgent attention needed' for their perceived competence in the range of teaching skills. The scale ranged from 'strongly agree' to 'strongly disagree' for how well they felt their ITE had prepared them for this skill. The use of a Likert scale enabled the researcher to quantify the numbers of participants who put themselves in each category and therefore make some generalisations about the perceived skill level and impact of the ITE on these skills. A four point, rather than a five point, Likert scale was chosen as participants would then be forced to choose either agreement or disagreement with the statement, rather than remaining neutral. They were also invited to make any comments they felt appropriate to the questions.

The open-ended questions asked about the major successes and challenges in beginning teaching and how their ITE contributed, or did not contribute, to these successes and challenges. The final open-ended question asked for any further comments, particularly on the strengths and weaknesses of the online programme. The questions in Surveys 1 and 2 were identical with the intention to ascertain if there was a shift in the participants' perceptions over the first few months of their teaching career. The use of open-ended questions and the invitation to comment on the closed questions allowed for 'thick descriptions' (Geertz, 1973) as participants were free to add comments to the closed questions and answer the open questions as they wished.

The surveys were posted with a covering letter (Appendix 4), participant information sheet (Appendix 5), consent form (Appendix 6), principal information sheet (Appendix 7) and consent (Appendix 8), along with a stamped addressed envelope for their return.

### ***Semi-structured interviews***

A constructivist research paradigm operates within a subjectivist epistemology and so a personal, interactive mode of data collection is appropriate (Denzin & Lincoln, 1998). Yin (2003) considered that interviews are an important data source for case study information. The researcher conducted one face-to-face, semi-structured interview with each of the participants who agreed to be interviewed. The interviews

occurred near the end of the first six months of the beginning teacher's career. Interviews allowed flexibility to suit individual participants and also for the creation of an empathetic environment where participants may be willing to share negative experiences. Semi-structured interviews allowed the researcher some control over the interview (Cresswell, 2003) and enabled some comparison among the participants, but they also gave the participants the opportunity to add comments and raise issues to give breadth to the discussion. Face-to-face interviews gave the interviewer the opportunity to judge the quality of responses, to give visual prompts such as nods and smiles, and to clarify if the question did not seem to be fully understood (Walliman, 2005).

The interviews were conducted at the participants' place of choice which in most cases was the school at which they were employed. However, one participant was on paternity leave due to the birth a few days earlier of his first baby, and generously agreed to be interviewed at the maternity hospital! As previously mentioned, this entailed the researcher travelling to a number of destinations around New Zealand to conduct the interviews.

Interviews, however, are not without limitations. According to Cresswell (2003), interviews only provide "indirect information filtered through the views of the interviewees" (p. 187), the presence of the interviewer may bias responses, and all participants are not equally articulate or perceptive. Fontana and Frey (1994) warned of the impossibility of neutral interviewing, and in this study the researcher's position as the former lecturer of the beginning teachers may have appeared as academia studying others. On the other hand, successful interviewing requires the researcher to build a relationship with the respondent and as the researcher was already known to the participants the established rapport enabled empathetic interviewing (Mertens, 2005).

### 3.9 Data collection calendar

Table 3.2 below shows the data collection calendar.

**Table 3.2: Data collection calendar**

Dates	Collection	Analysis
1 September 2007	Invitation to participate and Survey 1 sent	
21 September 2007	Nine participants returned Survey 1	
21 September – 1 October 2007	Data analysis on Survey 1 began	
20 October 2007	Survey 2 sent	
5 November 2007	Invitations to be interviewed sent to all nine who completed Survey 1	
15 December 2007	Six participants returned Survey 2	
29 November 2007	Seven interviews completed	
31 January 2008	Data analysis on surveys complete.	
29 February 2008	Transcription and analysis of interviews complete.	

The data were gathered from September to December 2007. They were designed to be collected at three crucial points in the first six months of the beginning teacher's first teaching position. Survey 1 was posted and emailed to all volunteers in early September, 2007. This date was chosen to coincide with the first two months of beginning teaching; however, this was not the case for all as their starting dates varied. Some returned these almost immediately, but others took some time to do this, so the date of completion was not consistently in the first two months of teaching. Survey 2 was emailed and posted in late October to all who had completed Survey 1 to coincide with the first three months of beginning teaching. Again the return times varied from almost immediately to late December.

The face-to-face interviews took place in late November, 2007. Again all participants were invited to take part in the interviews. Due to receiving an Internal Thesis Grant from the Faculty of Education research fund, which covered the cost of travel to the distant geographical locations of the participants, it was possible to interview all who volunteered. These interviews occurred approximately six months after the beginning teacher had started teaching as it was anticipated that the researcher was most likely to gain in-depth descriptions at this point in the research process (rather than earlier). It was rationalised that after six months teaching the beginning teachers would have a greater awareness of their concerns, strengths and weaknesses. This time also coincided with end of the school year which is traditionally a quieter time and as such should cause minimal disruption for the participants.

### 3.10 Managing and recording the data

The data gathered through the self-report surveys were recorded by the participants themselves and could be completed by hand and posted, or electronically and emailed. All but one participant chose to complete the surveys by hand and return these by post. All hand-written responses were copy typed to create Word documents and both the original and typed versions were checked for accuracy of transcription and then stored in hard copy in a folder. Electronic copies are also stored on a password protected computer.

The interviews were recorded with a digital recorder and subsequently transcribed by the researcher into Word documents. The interviews were recorded with a small digital recorder as it enabled the interview to proceed as a conversation, rather than having the interviewer constantly note taking or checking for accuracy. Electronic versions of the interviews and the transcriptions are stored on a password protected computer, but have been erased from the digital recorder.

### 3.11 Analysis of the data

The data gathered were mostly qualitative with some quantitative data produced from the survey closed questions. For the qualitative data this study followed the framework for data analysis as suggested by Miles and Huberman (cited in Punch, 2005) which has three main components:

- data reduction;
- data display;
- drawing and verifying conclusions.

#### ***Data Reduction***

The data reduction process for the qualitative data followed inductive content analysis using the method faithful to Berg (2004). Berg suggests that in content analysis researchers “examine the artefacts of social communication” (p. 267). These artefacts are typically written documents and transcriptions of verbal communications. Holsti (cited in Berg, 2004) stated that content analysis is “any technique for making inferences by systematically and *objectively* identifying special characteristics of messages” (p. 267).

Content analysis is sometimes critiqued for being a quantitative method rather than a qualitative method (Silverman, 1993); however, Berg (2004) contended that “content analysis can be effective in qualitative analysis – that ‘counts’ of textual elements merely provide a means for identifying, organising, indexing and retrieving data” (p. 269). He also suggested that content analysis provides “a passport to listening to the words of the text” (p. 269) which in turn leads to a better understanding of the perspectives of the producers of these words. Berelson (1971) stated that as a data analysis technique content analysis aims at “an objective, systematic and quantitative description of the manifest content of communication” (p. 19).

This research followed Berg’s (2004) suggestion that transcripts be coded into content units and categorised according to similar themes and patterns. Following the inductive approach suggested by Abrahamson (cited in Berg, 2004), the researcher was immersed in the transcripts in order to identify dimensions or themes. Researchers have to decide at what level they will sample (e.g., words, phrases, sentences) and what to count (e.g., themes, items or concepts). As this study was identifying themes, the content could be any of single words, phrases and sentences. All content was coded, as the researcher did not want to judge what was worthwhile and what was not; however, content such as social talk, introductions and interruptions were coded as irrelevant. As Charmaz (2006) recommended, careful coding helps the researcher to refrain from putting one’s own motives, fears and issues into the data.

The initial coding process involved identifying themes (made up of words, phrases and sentences) from interview transcripts and casting like ideas together in paper piles, and subsequently into envelopes. This process was monitored by my supervisor, Dr Catherine Savage, and reminders given to ensure the themes were paraphrased with codes and not analytic constructs at this stage. A peer checked the casting of the themes to verify the ‘like ideas’. The themes were rechecked several times by the researcher and supervisor to ensure agreement with the initial codes and that there was consistency when asked ‘what is this piece of data an example of?’

A computer package, such as NVivo 7, was not used to help with this analysis because the researcher wanted to be immersed in the data to avoid overlooking ideas. Furthermore, the interviews were conducted by the researcher, so the tone in which the

comments were offered was known. For example, one participant (P7) offered that she was tougher on her Māori kids, but she meant this in a positive sense, not a negative one, meaning she expected more of them. Another example was the description of students having a ‘wicked attitude’. Colloquially, this can mean a great attitude with wicked being used in opposition to its dictionary meaning of ‘spiteful or ill-tempered’. However, in this situation the participant did mean they had a poor attitude. These innuendos and colloquialisms may not be picked up in an electronic sorting of the concepts. Having used NVivo 7 for an earlier project, the researcher was concerned the participants’ words had been hidden behind the screen. In order to have a true representation of the ‘participant voice’, the researcher wanted to ensure that the coding was truly inductive and sorted it manually from the transcripts toward the categories, rather than imposing categories constructed by the researcher onto the data.

### ***Paraphrasing***

It was important that the participants’ voices were heard so the content was paraphrased into *in vivo* paraphrases. *In vivo* paraphrases are labels for the themes or categories that are phrased drawing on the words of the participants rather than those of the researcher. Table 3.3 below gives an example of some transcript coded using *in vivo* codes.

**Table 3.3: In vivo paraphrases**

<b>Participant code</b>	<b>Example transcript</b>	<b>Paraphrase</b>
P1	I felt ill equipped to deal with rude and abusive students	I feel ill equipped for abusive students
P2	One of the people helping me is not coping that well herself	My mentor is not coping
P1	There is a lack of collegial support that you get on a campus	Online lacks the collegial support of on campus
P8	I’ve stuck with my routines and they’ve settled down now	Routines have helped settle the student behaviour
P7	The material on diversity has made me realise the kids are all different	The information on diversity was good.
P2	Some students refuse to go to the withdrawal room	Students refuse to follow instructions.
P8	As I was a new teacher the students seemed to want a new set of rules, not just follow those already established	I had to establish rules and routines.

### ***Sorting and categorising procedures***

The categories in content analysis can be determined inductively, deductively or by some combination of both (Straus, 1987). The categories in this analysis were inductive

in that they came directly from the content. Berg (2004) supports this approach as the development of categories should derive from patterns that emerge from the data.

The initial inductive content analysis of the interviews resulted in the establishment of 96 separate *in vivo* codes from 415 items (Appendix 9). These were then ranked in a frequency table and from this analysis the 96 codes were regrouped into eleven pattern or inferential codes (Appendix 10). From these eleven codes it is apparent that a further level of axial coding could take place and the interview data were grouped into three broad analytic constructs or themes (Appendix 11).

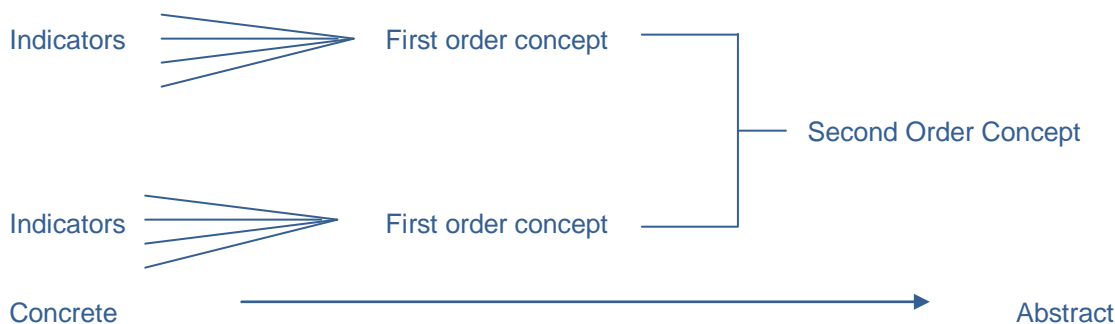
The qualitative data from the surveys were analysed using the same process, but based around the questions which asked about successes and challenges in the first few weeks of teaching and how ITE either contributed, or not, to these. The Survey 1 initial inductive content analysis of major successes resulted in eight separate *in vivo* codes from 32 concepts (Appendix 12), which were regrouped into five pattern or inferential codes (Appendix 13). The major challenges resulted in 24 items which were sorted into 12 *in vivo* codes (Appendix 14) and further regrouped into 5 pattern or inferential codes (Appendix 15). The initial coding of the further open-ended questions resulted in 50 codes from 95 comments (Appendix 16). A further two analyses took place and it became evident that there could be a further level of axial coding and the data could be grouped into two broad analytic themes (Appendix 17).

For Survey 2, the qualitative data were also analysed through content analysis; however, in the second survey, instead of allowing codes to emerge from the data, the data were coded into the two broad themes generated in Survey 1 (Appendix 18).

The quantitative data gathered from the closed survey questions in both surveys were simply counted by position on the Likert scale chosen, and the number of responses in each category recorded to show the most popular choices. The voluntary responses to the closed questions were also counted by frequency of response.

The data from the three sources were then analysed to move from the specific through to the abstract following the method of comparing and abstracting as suggested by Punch (2005). This method is summarised in Figure 3.1.





**Figure 3.1: Method of comparing and abstracting**

**Data display**

“Data displays organise, compress and assemble information” (Punch, 2005, p. 198). The data for each separate qualitative data gathering method were organised and displayed using frequency tables, as the requirement of quantification in content analysis is the single characteristic on which all definitions agree. The content units are coded, sorted and the frequency with which they occur suggests the magnitude of this observation. Berg (2004) suggested that by reporting the frequency with which concepts appear the researcher can suggest the magnitude of this observation. The cumulative percentage shows the significance of each theme and collectively what the participants were most interested in talking about. Table 3.4 below shows a frequency table.

**Table 3.4: Interviews: axial coding**

Rank	Content unit categories (Paraphrased)	Frequency	%	Cumulative %
<b>1</b>	<b>Beginning teaching</b>	<b>215</b>	<b>52%</b>	<b>52%</b>
	My main concern is behaviour management	107	26.0	
	I contribute to the school and the community	31	7.5	
	There are things I don't like about the job/school	29	7.0	
	I get beginning teacher support & PD	22	5.3%	
	I like my school	14	3.4	
	I need another job	12	3.0	
<b>2</b>	<b>Studying Online</b>	<b>96</b>	<b>23%</b>	<b>75%</b>
	Studying online can be good	61	14.7	
	Learning online can be difficult	35	8.4	
<b>3</b>	<b>Course material and content</b>	<b>91</b>	<b>22%</b>	<b>97%</b>
	Most of the course was really useful	55	13.2	
	There was stuff I needed but didn't get on the course	36	8.6	
<b>4</b>	<b>Unclassified</b>	<b>13</b>	<b>3.0</b>	<b>100%</b>
	<b>Total</b>	<b>415</b>		

The quantitative data gathered from the closed survey questions are displayed in frequency bar graphs to indicate the magnitude of each choice from the Likert scale. These data were then summarised into a table to enable comparisons among the questions and between Survey 1 and Survey 2.

### 3.12 Drawing and verifying conclusions

To organise, compare and summarise the separate data sources diagrams were created to show interconnecting themes. Table 3.5 below shows the major themes resulting from each of the data sources. By highlighting these it is apparent which are repeated in each data source and therefore interconnecting.

**Table 3.5: Interconnecting themes**

Surveys – closed questions	Survey 1 – open questions	Survey 2 – open questions	Interviews	Interconnecting themes
Skills	Main success and/or challenge	Main success and/or challenge	Skills	
All felt strong or competent in most skills, except behaviour management	Behaviour management	Behaviour management	Main concern behaviour management	Behaviour management
Teacher Education	Teacher Education	Finding appropriate resources	Teacher Education	Comprehensive content
Lack of skills for extreme student behaviour		Teacher Education	Course material useful	Teaching strategies
Prepared them well in most skills	Comprehensive content	Need more on behaviour management	Learning online flexible	Learning Online
	I liked studying online	Need more on teaching strategies	Learning online can be difficult	
		Comprehensive content		
		Learnt about behaviour management		
		Learning online had difficulties		

### 3.13 Trustworthiness of the data

According to Guba and Lincoln (cited in Denzin & Lincoln, 2000), trustworthiness replaces validity in a constructivist paradigm. Validity or trustworthiness refers to the authenticity of the data collected and whether the data collected were those that were intended. Lincoln and Guba (1985) described four criteria to ensure trustworthiness, which are credibility, transferability, dependability and confirmability. They also recommended specific strategies be used to attain the four criteria.

#### *Credibility*

To ensure credibility, the strategies of member checking, peer examination, and triangulation were used. Participants were invited to comment on transcriptions and interpretations of their reality to ensure these were conveyed accurately. A peer agreed to debrief, review and question the study, and verified the codes established in the content analysis. The supervisor, an experienced researcher, also checked the study at each stage of the process. Furthermore, the researcher was very aware of the biases that might influence the outcome of the data, and these were discussed throughout the research process both in supervision and peer review. Triangulation is the use of multiple methods of data collection (Cohen et al., 2000) and is a strategy to strengthen the credibility of findings (Key, 1997). This research used time triangulation (Denzin, 1970) because it collected data from the same group of participants but at different times in the data collection period, and it also used a range of data sources.

#### *Transferability*

It is not an aim of constructivist research to make generalisations. However, the use of a multiple case study and the gathering of thick descriptions through qualitative data collection may allow readers to transfer findings to other beginning teachers who studied in the online mode.

#### *Dependability*

To ensure dependability, Lincoln and Guba (1985) suggested several strategies which include triangulation and peer examination. This research used time triangulation, as described above. All data were examined by a peer and by the supervisor.

### **Confirmability**

Confirmability refers to the extent to which the findings of a study are shaped by the participants and not researcher bias. Lincoln and Guba (1985) claim this will be achieved through confirmability audit, triangulation, or reflexivity. This study utilised the latter two strategies which have been previously explained. Time triangulation was used and the researcher has declared any biases brought to the study.

### **3.14 Summary**

This chapter has outlined the research process. The study was conducted in a constructivist paradigm using a largely qualitative design. It is a case study of the phenomenon of beginning teachers who have completed all of their ITE in the online mode. The data collection included two written surveys and a face-to-face interview conducted over the first six months of the graduates beginning teaching. The data were analysed through stringent manual content analysis, in which inductive coding and sorting were used in order to allow themes and conclusions to emerge from the data. Trustworthiness was ensured through attending to the four criteria established by Guba and Lincoln (1985) and employing strategies suggested to meet these criteria.

## Chapter 4

### Findings

This chapter will present the findings of the data collection. The data sources were two written surveys and one face-to-face interview with the participants. As described in Chapter 3, a mostly qualitative approach was taken for gathering and analysing the data.

Section 4.1 presents the findings from Survey 1. Section 4.1.1 analyses and presents the findings from Survey 1 closed questions. The ratings on the Likert scale are displayed in column graphs according to the number of participants choosing each option. These data are supplemented with comments offered by the participants in relation to the closed questions to allow thick descriptions to come through. Section 4.1.2 presents the findings from the open-ended questions at the end of Survey 1. These were analysed using content analysis so that findings are presented as frequency and percentage tables and graphs of the paraphrased comments. These data displays are supplemented with quotes from participants, so their individual voices are heard.

Section 4.2 presents the findings from Survey 2 and follows the outline described for Survey 1.

Section 4.3 summarises and compares findings from the surveys.

Section 4.4 presents the findings from the face-to-face interviews carried out with seven of the participants. The interview transcripts were analysed through inductive content analysis of the interviews which resulted in the establishment of *in vivo* codes. These are displayed in frequency and percentage tables and graphs. From the codes three broad analytic constructs or themes emerged. These are discussed in terms of the frequency with which they occurred and illustrated with quotes to give the participants voice.

Section 4.5 draws the finding together and the main points across all three data sources are collated and summarised.

## 4.1 Results from Survey 1 (Six weeks teaching)

### 4.1.1 Results from Survey 1 closed questions

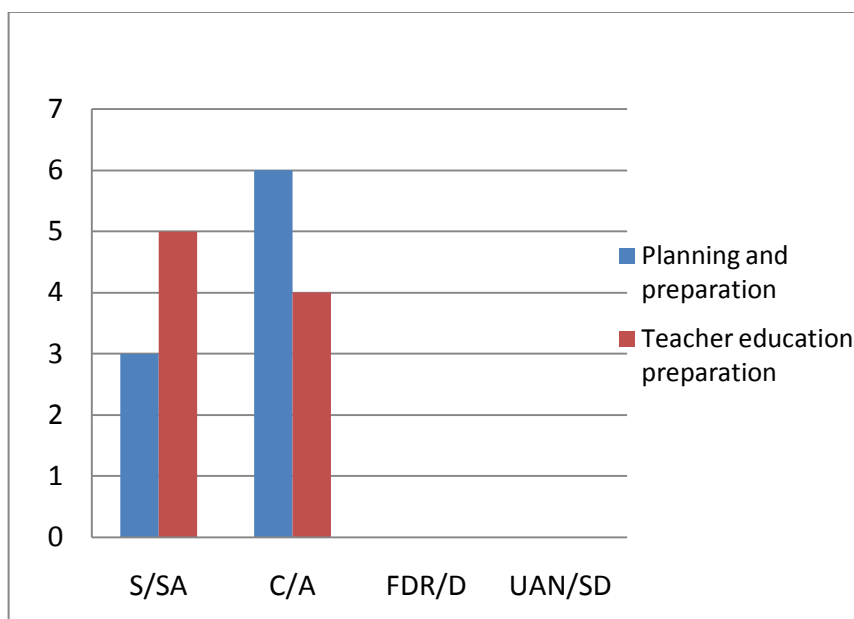
Nine participants completed Survey 1 which was posted to them approximately six weeks after they had begun their first teaching position. However, one participant missed Questions 2 to 4, hence there were only eight responses for each of these. Each question asked participants to rate themselves against a 4-point Likert scale on their perceived competence in a range of teaching skills and their perception of how well they felt prepared by their teacher education for this. They were invited to make any comments they felt were appropriate.

The results for each question are displayed graphically, with the key to each graph in Table 4.1 below. The choices *strong*, *competent*, *further development required* and *urgent attention needed* are consistent with the Faculty's reporting systems while the student teachers are on teaching experience and so are familiar to the participants.

**Table 4.1: Key to graph abbreviations**

Aspect of Teaching, e.g., Planning and preparation	Strong (S)	Competent (C)	Further Development Required (FDR)	Urgent Attention Needed (UAN)
My initial teacher education prepared me well for this aspect of teaching	Strongly agree (SA)	Agree (A)	Disagree (D)	Strongly disagree (SD)

### Planning and preparation



n=9

Figure 4.1: Planning and preparation

All of the participants rated themselves as either strong or competent in this aspect of their teaching and either strongly agreed or agreed that the ITE had prepared them well.

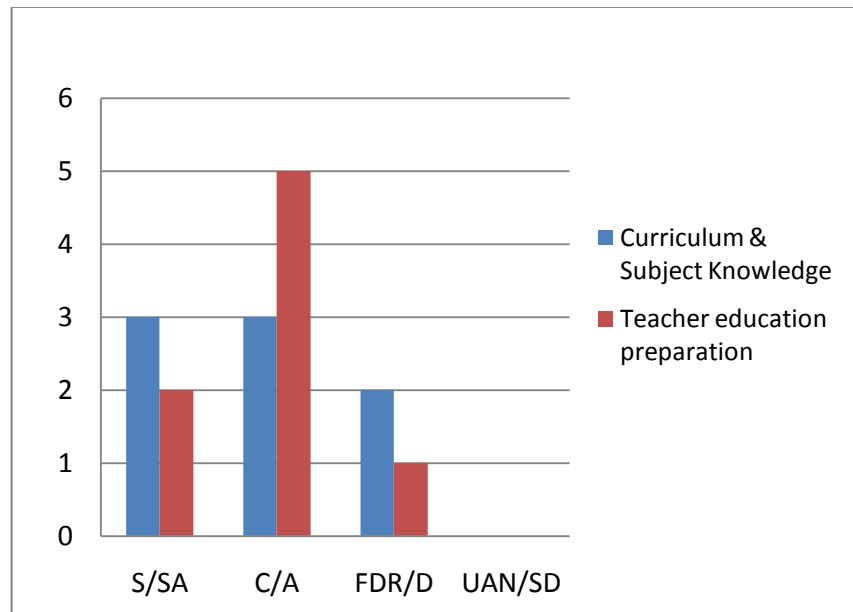
Three comments referred to teaching experience being particularly valuable for this and three also noted that the course content and assignments had given them lots of practice for planning and preparation. One participant said they looked to their school for help with this, saying:

*The course gave me lots of practice at planning, and opportunities to consider how best to resource units. (P4)*

Two comments referred to knowing what should be done in respect to planning and preparation but that it was not always possible to achieve. One said:

*When I am pressed for time it seems best to get the class started on an activity rather than write the learning outcomes etc on the board. (P2)*

### Curriculum and subject knowledge



n=8

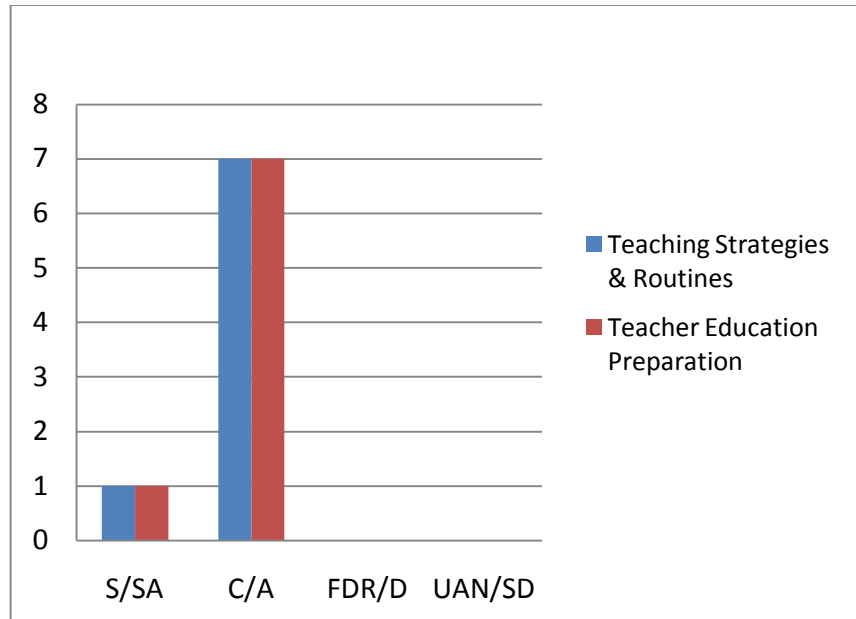
Figure 4.2: Curriculum and subject knowledge

Six of the participants rated themselves as either strong or competent in curriculum and subject knowledge with two stating this still needed further development. The two who indicated they needed further development commented they felt it was some time since they had studied the content at university and needed to revisit it.

Seven either agreed or strongly agreed that their teacher education had prepared them well, while one disagreed. The respondent in disagreement commented that he had not been given the opportunity to teach one of his curriculum subjects during teaching experiences. Another respondent was teaching a subject she had not studied.



### Teaching strategies and routines



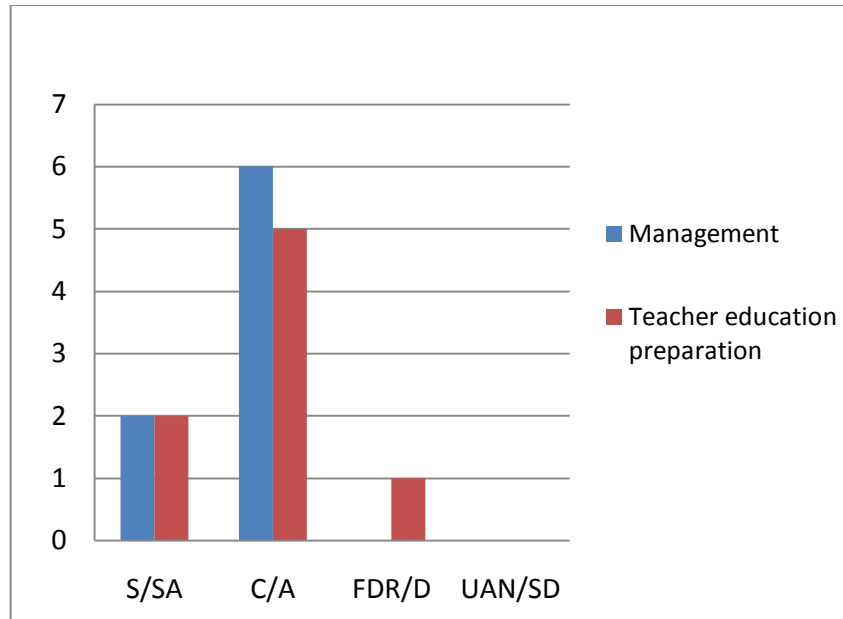
n=8

Figure 4.3: Teaching strategies and routines

All of the participants rated themselves as either strong or competent in this area and either strongly agreed or agreed that their teacher education had prepared them well for using a range of strategies and establishing routines. Two comments stated that the course had provided sufficient information on strategies and routines. Two comments stated that teaching experiences were particularly valuable for learning about these, with a further two indicating that while they learnt about these online, they were not able to experience them. One said:

*It's difficult to gain as much experience of group work online as compared to on campus. (P6)*

### Management of, and communication with, students



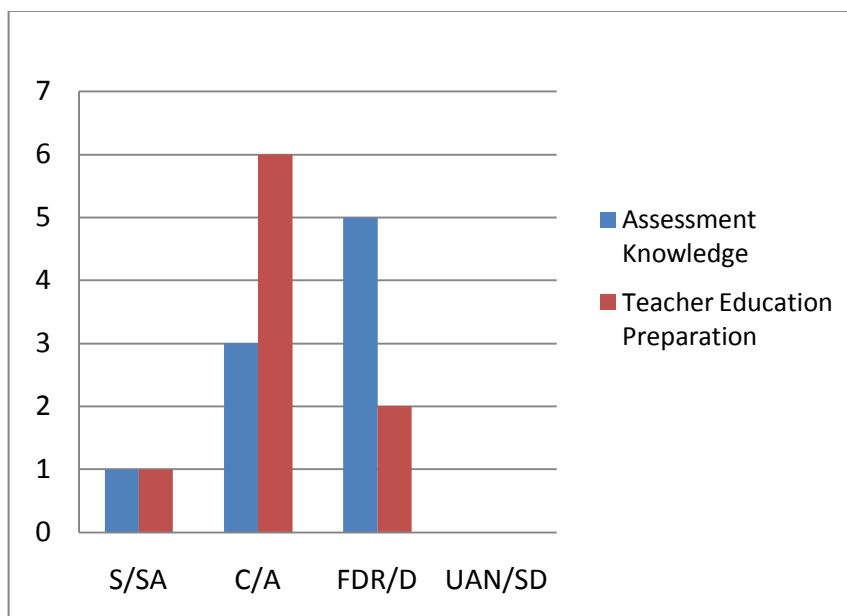
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Figure 4.4: Management of, and communication with, students

All of the participants rated themselves as either strong or competent in their management of, and communication with, students. Two strongly agreed and five agreed that their teacher education had prepared them well for this, with one disagreeing that this had happened.

Three comments stated that the course provided information on this, with one commenting that *“there was a huge amount of consideration given in the online course”* (P4), while another felt *“there was not enough of this in the course”* (P1). One commented that teaching experience was where managing the students’ behaviour is learned (P2) and another that it was difficult to not have these modelled (P4). Two other single comments both made by the same respondent thought his difficulties at this stage were due to not knowing all the student names and also because there was inconsistent application of the rules by other teachers (P2).

### Assessment practice and knowledge



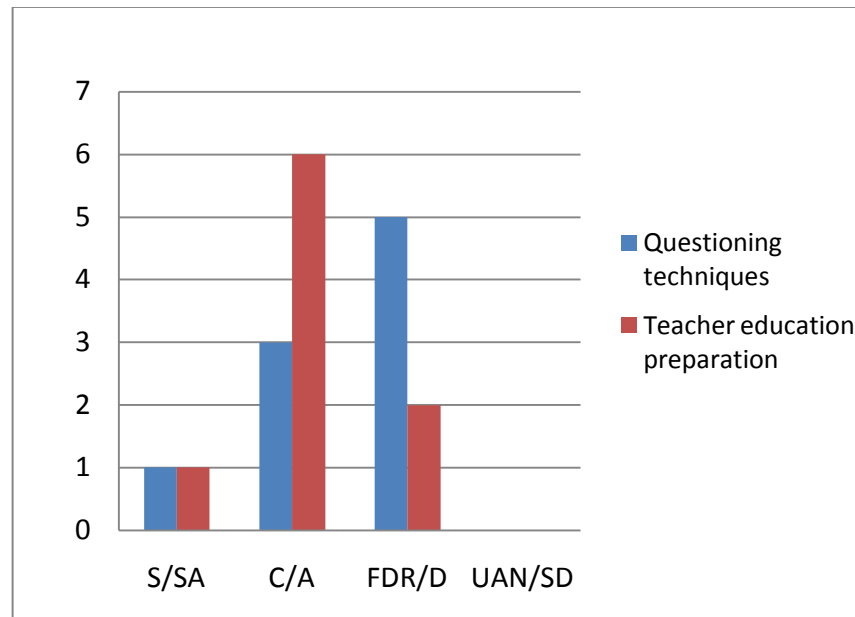
n=9

Figure 4.5: Assessment practice and knowledge

Only four of the participants rated themselves as strong or competent in assessment practice and knowledge, with five saying this needed further development. Seven agreed or strongly agreed that their teacher education prepared them well, with two disagreeing.

The one respondent who considered herself strong in this area also strongly agreed that the course had prepared her well in terms of understanding NCEA (National Certificate of Educational Achievement) and commented that she had been able to prepare materials for moderation and that she had a greater understanding of this than her predecessor (P4). Three other comments agreed that while the course had provided some information there was more they still needed, for example, information on how to mark and the big picture of NCEA rather than just the detail (P2, C1).

### Questioning techniques



n=9

Figure 4.6: Questioning techniques

Only four of the participants rated themselves as either strong or competent in questioning techniques, with five stating they still needed further development. Seven agreed or strongly agreed that their teacher education prepared them well, with two disagreeing.

Three comments referred to the difficulty of executing questioning despite having learnt this skill. One commented that he knew to use wait time, but students still did not answer his questions and he did not know why (P2). Another commented that he knew not to answer his own questions, but still had a tendency to do this (P9). A further comment related to the importance of pre-planning questions stating that more emphasis should have been put on this in the programme (P4).

### Awareness of students' needs and abilities

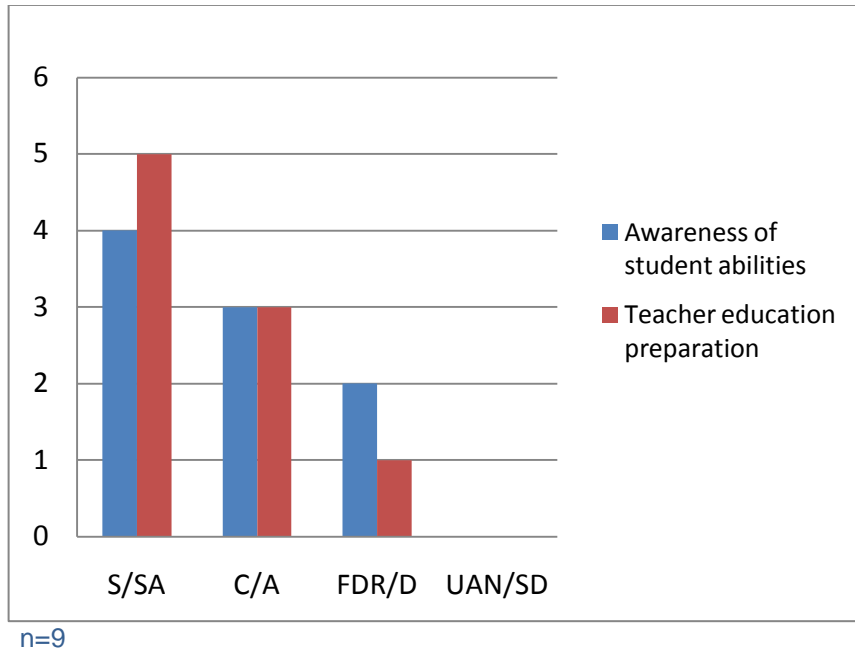


Figure 4.7: Awareness of students' abilities and needs

Six of the participants rated themselves as either strong or competent in this aspect of their teaching with two stating they still needed further development. Eight agreed or strongly agreed that their teacher education prepared them well, with only one disagreeing:

*TEAP855 (Language and Literacy) & TEAP856 (FCC) were hugely valuable for this part – they were enjoyable and practical courses that have been a real help. (P4)*

### Professional behaviour

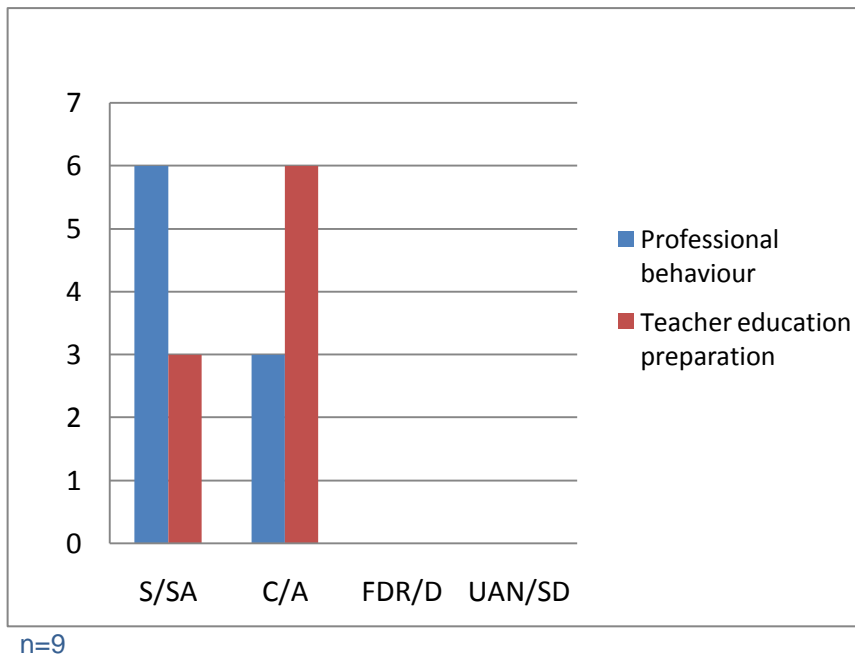


Figure 4.8: Professional behaviour

All of the participants rated themselves as either strong or competent in this aspect of their teaching and all also agreed or strongly agreed that their teacher education had prepared them well. One gave this as an example of professional behaviour:

*I take my job seriously and have a passion about working with Māori students, I need to lead by example if I want them to succeed. (P9)*

#### 4.1.2 Results from Survey 1 open-ended questions

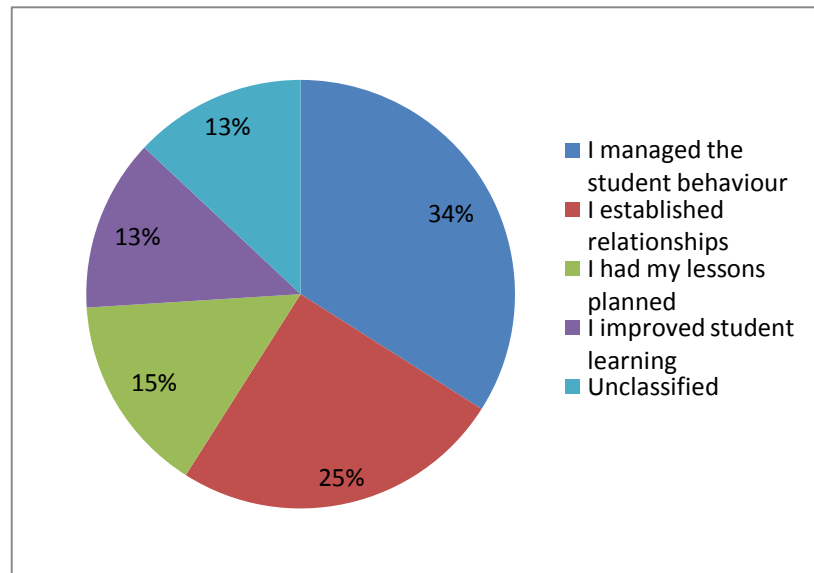
There were seven open-ended questions at the end of Survey 1 which asked about the major successes and challenges of their first few weeks in teaching and how their teacher education contributed, or did not contribute, to these successes and challenges. The final open-ended question asked for any further comments, particularly on the strengths and weaknesses of the online programme.

##### **Major successes**

The initial inductive content analysis of the question: *what are three major successes you achieved in your first weeks of teaching?* resulted in the establishment of 11 separate *in vivo* codes from 32 items. These were then ranked in a frequency table and from this analysis the 11 codes were regrouped into five codes. Table 4.2 shows the overall sorting of these five codes into rank order and the frequency and percentage of the total with which comments in a particular code were made. Figure 4.9, which follows, illustrates this as a pie chart. The percentage represents how often the themes occurred in the data.

**Table 4.2: Major successes**

	Category	No	%	Cumulative %
1	I managed the student behaviour	11	34	34
2	I established relationships	8	25	59
3	I had my lessons planned	5	15	74
4	I improved student learning	4	13	87
5	Unclassified	4	13	100
	<b>Total</b>	<b>32</b>	<b>100</b>	



**Figure 4.9: Major successes**

Over half (59%) of the comments offered managing the student behaviour or establishing relationships with students and colleagues as a major success in the first few weeks of teaching:

*I managed to achieve student behaviour management (after three lunch time detentions and Dean referrals!). (P8)*

*I became familiar with and used the school discipline systems. (P4)*

Fifteen percent of the successes referred to having the lessons planned and being organised for class:

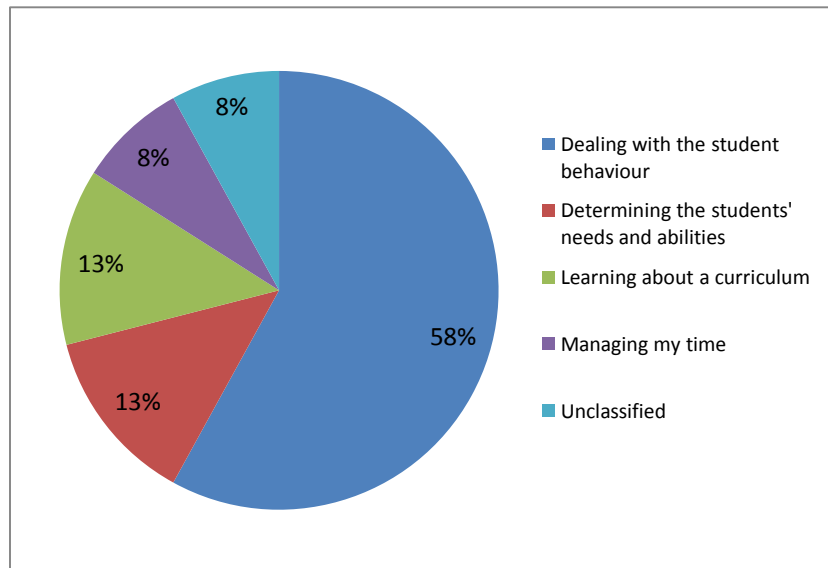
*I was ready and on time for every class. (P2)*

Four content units referred to their improving student learning:

*I improved student engagement through dramatising sections of text. (P6)*

### **Major challenges**

The initial inductive content analysis of the question: *what are three major challenges in your first weeks of teaching?* resulted in the establishment of 12 separate *in vivo* codes from 24 items. These were then ranked in a frequency table and from this analysis the 12 codes were regrouped into five codes. Figure 4.10 illustrates the five codes as a pie chart with the percentage representing how often the themes occurred in the data.



**Figure 4.10: Major challenges**

As well as rating highly as a success, dealing with student behaviour also rated highly as a challenge for some beginning teachers, with over 50% of the content units referring to this. A major concern is summarised by the following comment:

*Dealing with disruptive, violent and abusive students. (P1)*

The other major challenges were more specific to particular beginning teachers, rather than generally noted by all of the participants. For example, three comments referred to determining student abilities, such as gauging literacy levels. One beginning teacher was required to teach outside their curriculum expertise and two who worked in a Kura Kaupapa needed more experience with Te Aho Māori. One Science beginning teacher remarked that carrying out practicals was a challenge, while another two found the time to plan, mark, teach and ‘have a life’ difficult to manage.

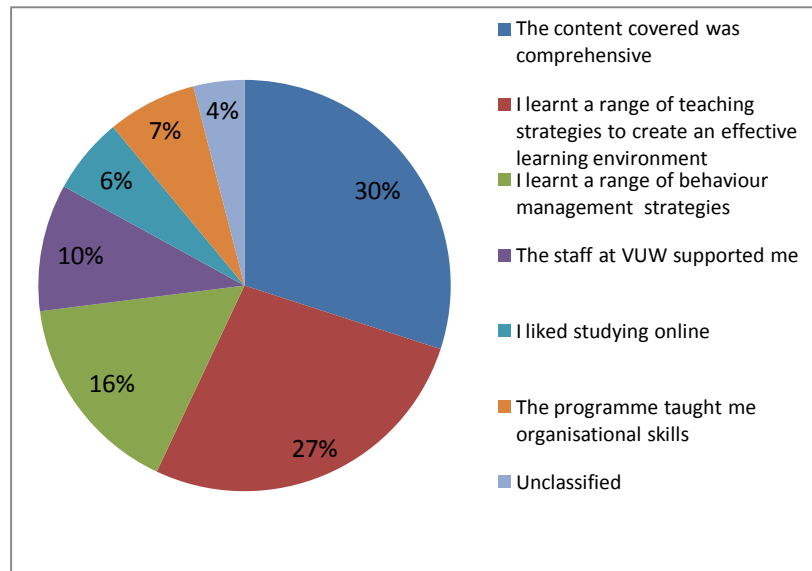
### ***Strengths and weaknesses of ITE***

The further open-ended questions were initially analysed into codes by each individual question; however, this resulted in 50 overall codes with 95 comments. A further two analyses occurred when it appeared apparent that a further level of axial coding could take place and the data could be grouped into two broad analytic constructs, or themes, of the strengths/contributions and the weaknesses/gaps of the ITE programme.

### ***Strengths of ITE***

The content analysis of the strengths/contributions resulted in seven codes from 67 comments. Figure 4.11 shows the overall sorting into the seven codes.





**Figure 4.11: Strengths of initial teacher education**

A wide range of strengths of ITE were put forward by the participants. The extent of the content covered was considered the major strength of the programme with 30% of the comments referring to this. One participant commented:

*It gives or directs you to the information. (P7)*

Twenty seven percent of the comments referred to ITE providing participants with a range of teaching strategies that helped create an effective learning environment. Comments in this category included:

*The view of students as individuals – the knowledge that each one is different and needs a different approach and individual help. Each class I teach has groups within it working on different things and mixed ability. (P4)*

*My teacher training gave me a range of learning activities to put in place. This has helped my professional practice (attempting different approaches rather than giving up and crying). (P6)*

Sixteen percent of the comments referred to learning appropriate behaviour management strategies in their ITE, although some did comment they felt these were mainly learnt on teaching experience rather than through the theoretical content:

*I felt well prepared to teach – the practicums (sic) were extremely valuable plus putting into practice theories learned in the online programme, such as behaviour management. (P2)*

The other strengths of the programme included supportive staff, learning to plan and structure lessons, learning organisational skills, and the ability to study the programme online. Comments included:

*Helpful lecturers and staff.* (P1)

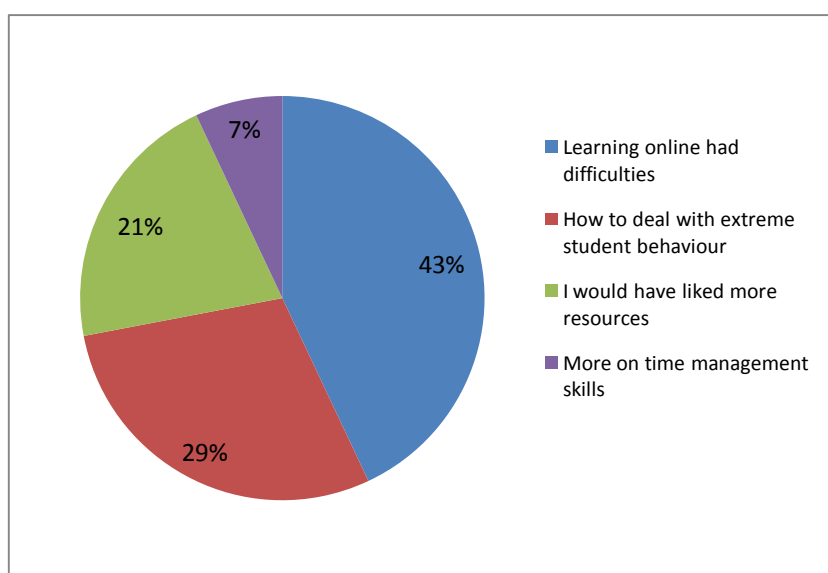
*I could do the course in my own time. I feel that if this was a class situation I would have thrown it away.* (P9)

And finally, an unclassified comment that makes it all worthwhile:

*I love my job and love what I do.* (P9)

### *Weaknesses of ITE*

The content analysis of the weaknesses/gaps of the ITE programme resulted in four codes from 28 comments. Figure 4.12 shows the overall sorting into the five codes.



**Figure 4.12: Weaknesses of initial teacher education**

The largest grouping (43%) of comments in this section referred to the difficulties of learning online. These tended to refer to the isolation of studying online and the difficulties of not having contact with other learners:

*I really felt the online programme lacked the team spirit and collegiality that comes with being part of a physical class. This was highlighted to me when we had our residency – I really think it should be longer or there should be two of them. Working in isolation can really lack emotional support.* (P2)

Some of the beginning teachers had encountered extreme student behaviour in their first few weeks of teaching and did not think the programme had prepared them on how to deal with this:

*I didn't face coping with a class with a large number of distracted, noisy, disruptive students during my TEs. I suspect my problem now is because I don't have associates in class anymore. (P2)*

Although the content covered was a strength of the programme, some beginning teachers were still lacking resources. These tended to be specific to particular beginning teachers' situation rather than a general weakness:

*More resources on practicals for Science classes. (P8)*

*Possible lesson plans in Māori or in relation to Te Aho Māori. (P9)*

Two comments referred to needing better time management skills. For example, one commented:

*I'm struggling how to balance work and life (P1)*

#### 4.1.3 Summary of Survey 1

The results of the closed questions in Survey 1 show that for six out of the eight items of teacher skills the majority of the participants felt either strong or competent in each teaching skill and they believed their ITE had prepared them well. Assessment practice and knowledge, and questioning were the two skills where a number of the participants felt they needed further development.

The results from the open-ended questions in Survey 1 show that the major successes in the first few weeks of teaching were managing the students' behaviour and establishing relationships within the school. The major challenges were dealing with student behaviour and determining the students' needs and abilities.

The main strengths of their ITE were comprehensiveness of the content covered and the range of teaching strategies they learned. The main weaknesses referred to the difficulty of working online and the lack of strategies to deal with extreme student behaviour.

## 4.2 Results from Survey 2 (3-6 months teaching)

### 4.2.1 Results from Survey 2 closed questions

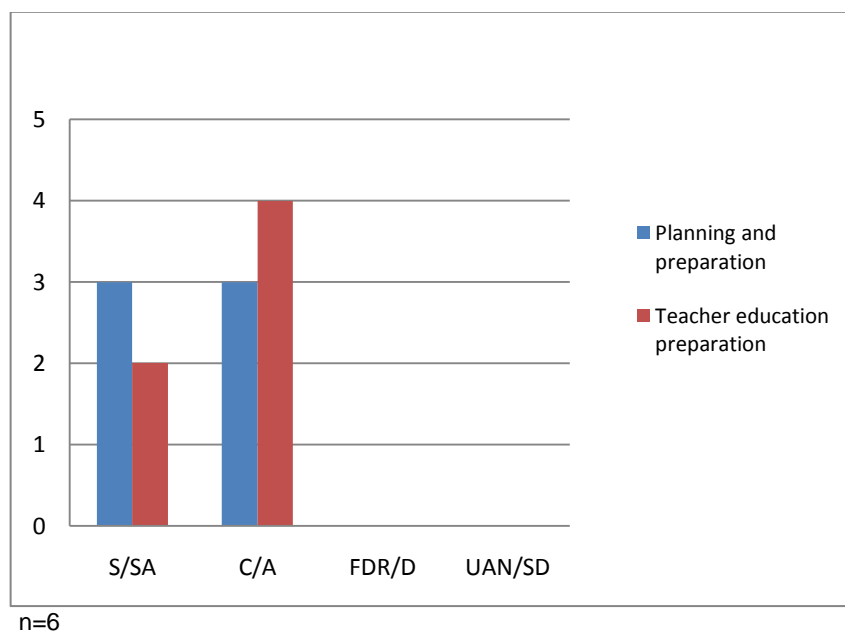
Six participants who completed Survey 1 also completed Survey 2 which was posted at the end of October. This was approximately three months after they had begun their first teaching position. Each question again asked them to rate themselves against a 4-point Likert scale on their perceived competence on a range of teaching skills and also their perception of how well they felt prepared by their teacher education for this. They were also invited to make any comments they felt were appropriate. The questions were identical to Survey 1 with the intention to see if there was any shift in perceptions over the first few months of their teaching career.

The results for each question are displayed graphically, with the key to each graph in Table 4.3 below.

**Table 4.3: Key to graph abbreviations**

Aspect of Teaching, e.g., Planning and preparation	Strong (S)	Competent (C)	Further Development Required (FDR)	Urgent Attention Needed (UAN)
My initial teacher education prepared me well for this aspect of teaching	Strongly agree (SA)	Agree (A)	Disagree (D)	Strongly disagree (SD)

### *Planning and preparation*



**Figure 4.13: Planning and preparation**

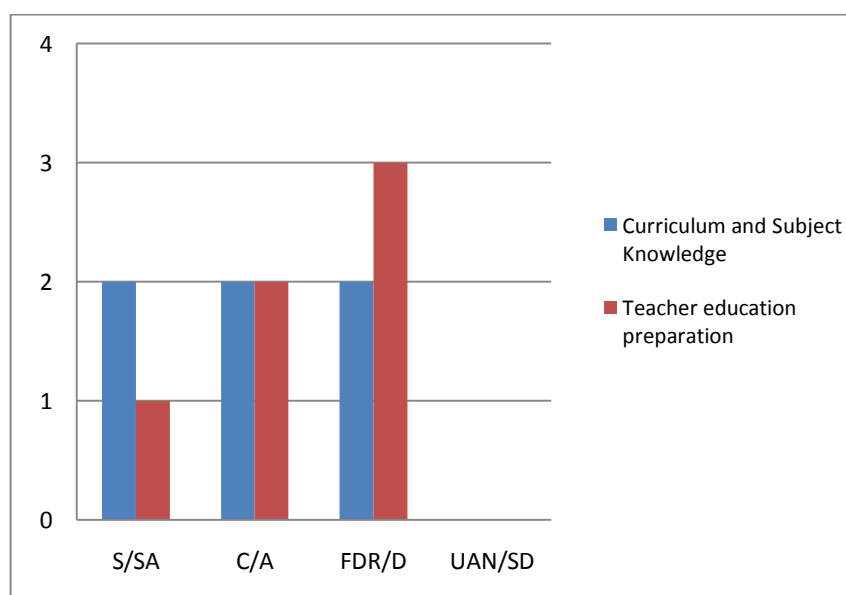
Again all of the participants rated themselves as either strong or competent in this aspect of their teaching, and either strongly agreed or agreed that the ITE had prepared them well. One participant commented:

*In this area of teaching I felt well prepared by the preparation VUW provided. When I arrived in school I had many of the templates, concepts and resources to begin planning lessons that were relevant, interesting and used a range of learning activities and strategies. (P1)*

One reiterated that teaching practicum was particularly useful for this, while two comments referred to knowing what should be achieved but not necessarily reaching the ideal, as the following comment indicates:

*Sometimes I feel strong in this, but the ideal is not always achieved due to time and then reflection on lessons means resources or the structure of lessons is adapted/changed. (P8)*

### Curriculum and subject knowledge



n=6

Figure 4.14: Curriculum and subject knowledge

Four of the participants rated themselves as either strong or competent in curriculum and subject knowledge with two stating this still needed further development:

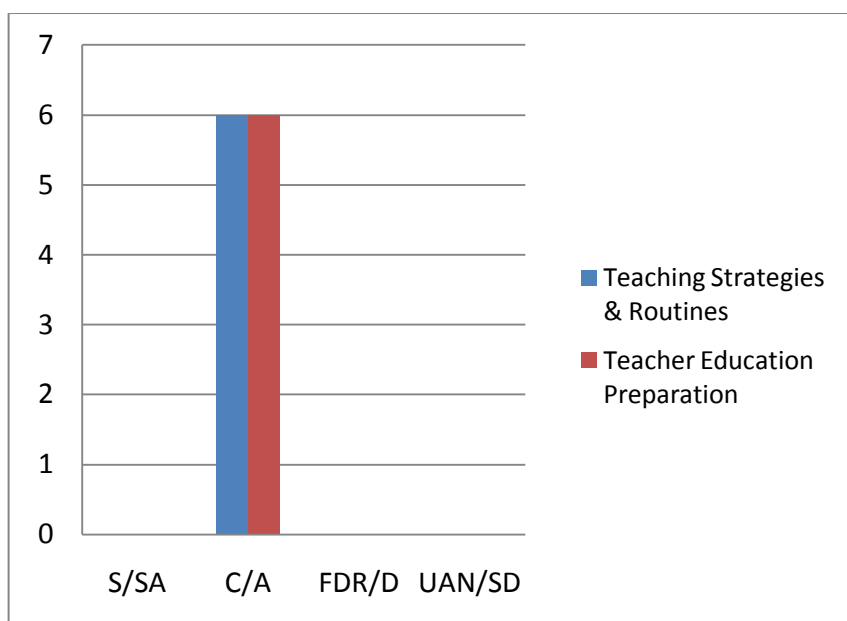
*Strong in some subjects, less confident in others – lots of review sometimes. Study helped with learning curriculum links. Use of other teachers and books to gauge level of content to deliver. (P8)*

*Help in terms of gaining a good understanding of how to use the curriculum. (P3)*

Three either agreed or strongly agreed that their teacher education had prepared them well, while three disagreed. The participants in disagreement commented that the ITE did not cover content knowledge – they were expected to already have that. One felt he was not well prepared by the ITE programme for his curriculum subject and made the following comment:

*Although it is hard to prepare a training teacher to know content thoroughly, I felt the way Social Studies curriculum and concepts are structured made it easy to become confused and overwhelmed. The curriculum language as well as the sheer volume of work stunted my development in this area. (P1)*

### Teaching strategies and routines



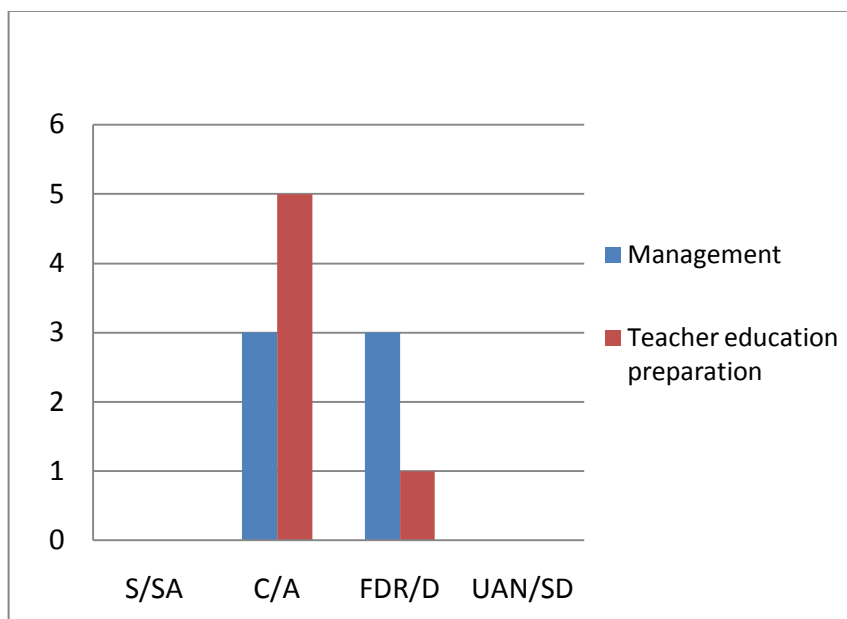
n=6

**Figure 4.15: Teaching strategies and routines**

All of the participants rated themselves as competent in this area and agreed that their teacher education had prepared them well for this. Two comments stated that either teaching experiences or learning on the job were particularly valuable for learning about these, while another commented that a lack of behaviour management had impeded his ability to use the desired range of strategies:

*However I was not ready in my case to initiate much group work or interactive activities until I managed to set up basic classroom protocols and expectations. Disobedient, rude and dysfunctional behaviour stunted my enthusiasm for certain risky strategies. (P1)*

## Management and communication with students



n=6

**Figure 4.16: Management and communication with students**

Three of the participants rated themselves as competent in this area and three felt further development was needed. Five agreed that their teacher education had prepared them well for this, with one disagreeing.

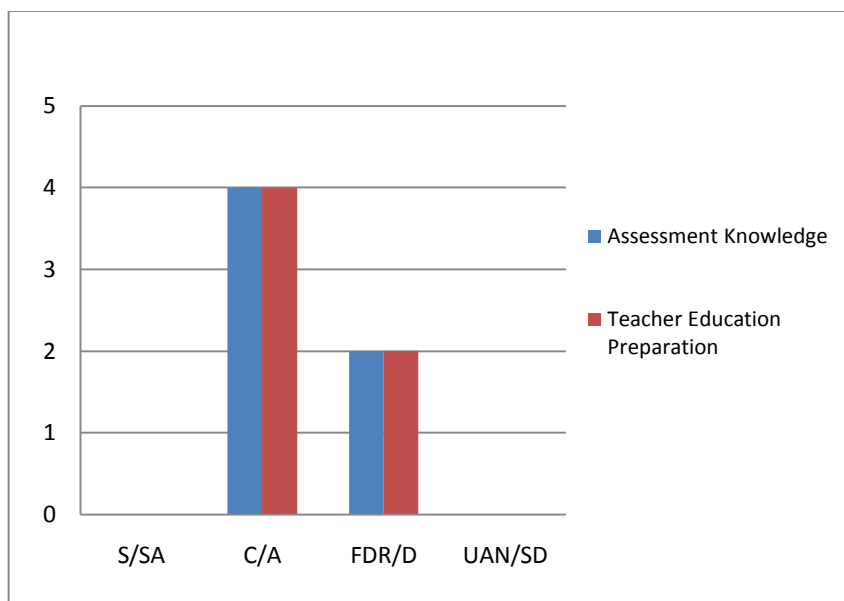
Two participants stated that teaching experiences were particularly valuable for learning about these, with a further two indicating that while they learnt about these online they were not able to experience them:

*Teaching experiences went well in this regard, however I have had near crisis conditions with my Year 10 class recently – disruptive, disrespectful, senior management intervened and put ME under the spotlight. What I had learned just didn't seem to work with this class. (P2)*

Of those who felt further development was required one felt that the ITE programme had not prepared him well for this with the comment:

*I was not aware of the low standards of respect and expectations in lower decile schools. This is perhaps compounded by the fact I did attend lower decile schools during my practicals (sic). (P1)*

### Assessment practice and knowledge



n=6

Figure 4.17: Assessment practice and knowledge

Four of the participants rated themselves as competent in this area and agreed that their teacher education had prepared them well, while two felt further development was needed and did not agree that their teacher education had prepared them well for this.

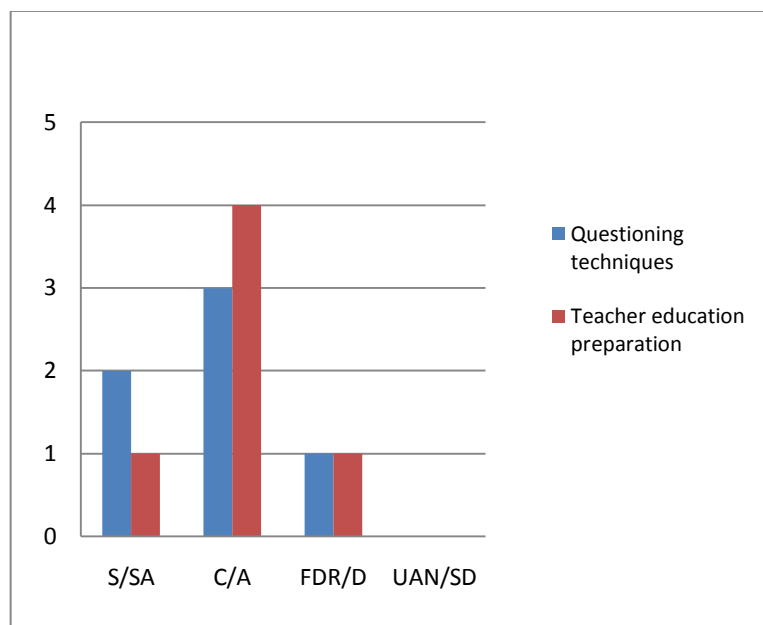
The comments here included that they felt well prepared and competent but that it was difficult to put the practice into reality or that there was still a lot of learning to do for specific NCEA standards:

*Still a lot of learning within the school for specific NCEA internal assessments and carrying these out – especially practicals. (P8)*

*This area was fine, however the computer systems which collate and report on student achievements, marks etc was an area I wasn't quite prepared for. (P1)*



## Questioning techniques



n=6

Figure 4.18: Questioning techniques

Five of the participants rated themselves as either strong or competent in this area and six either strongly agreed or agreed that their teacher education had prepared them well for this, while one felt further development was needed and did not agree that their teacher education had prepared them well. Three comments support that they were well prepared for this aspect of teaching by the ITE programme, with an example being:

*I developed my questioning techniques during my training. (P1)*

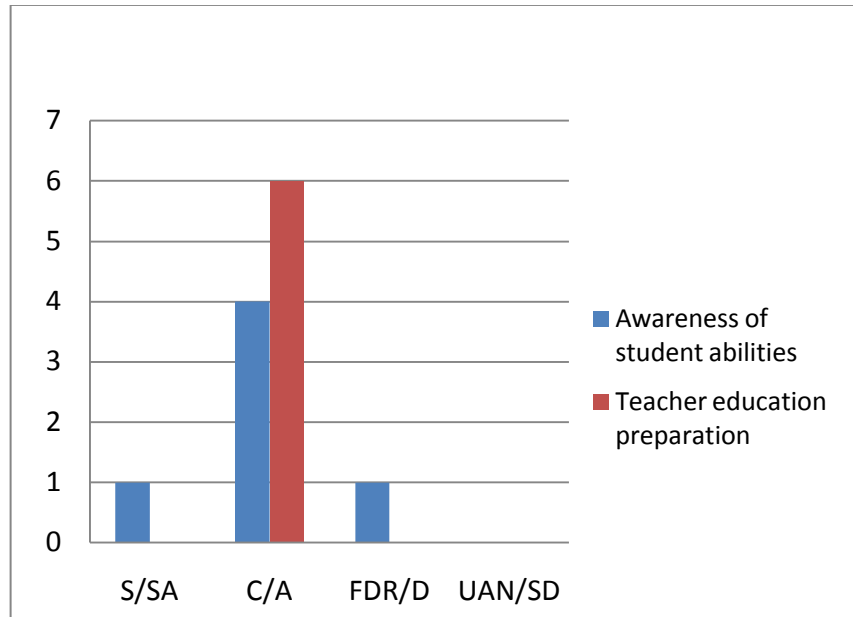
One who disagreed felt they had learnt most about this on teaching experience and that he was having difficulty putting questioning into practice:

*What I know about this comes from my teaching experiences. Often end up with only 2 or 3 students participating and those who do, speak too quietly for the rest of the class to benefit, class gets bored and distracted. (P2)*

while the other suggested that this aspect of teaching may be better taught in a face-to-face situation:

*I don't think it was necessarily the teacher education that didn't prepare me. I think it would have been better for me to learn these techniques in a classroom/face-to-face-teaching. (P7)*

### Awareness of students' abilities and needs



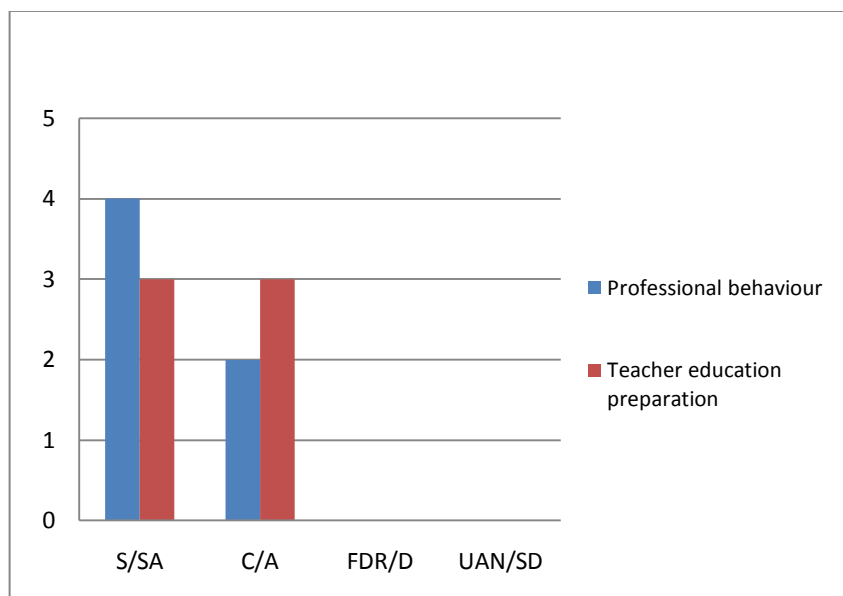
n=6

Figure 4.19: Awareness of students' abilities and needs

Five of the participants rated themselves as either strong or competent in this area with one still needing further development, and all six agreed that their teacher education had prepared them well for this. The comments tended to suggest that the beginning teachers knew the expectations in terms of meeting student needs, but that time or other constraints sometimes prevented this from occurring. One participant said:

*I was/am aware of the different ability levels that students in my classes have; however, catering for the different levels provides a challenge! Student needs on a basic level I feel I am aware of. (P1)*

## Professional behaviour



n=6

Figure 4.20: Professional behaviour

All of the participants rated themselves as either strong or competent in this area and all also agreed or strongly agreed that their teacher education had prepared them well for this:

*The course made me aware of my behaviour in school and also what I choose to do out of school time. (P7)*

The one negative comment appeared to relate the level of professionalism found in the school:

*The level of professionalism in my experience thus far at schools is low compared to other institutions in New Zealand. (P1)*

### 4.2.2 Results from Survey 2 open-ended questions

There were five open-ended questions at the end of Survey 2 which asked about the major challenges the beginning teachers were still facing after three months into their first teaching positions and how their teacher education contributed, or did not contribute, to meeting these challenges. The final open-ended question asked for any further comments, particularly on the strengths and weaknesses of the online programme.

### Major challenges

Four codes emerged from 17 comments through the inductive coding of the major challenges. Figure 4.21 shows the overall sorting of these codes into the percentage of the total with which comments in a particular code were made.

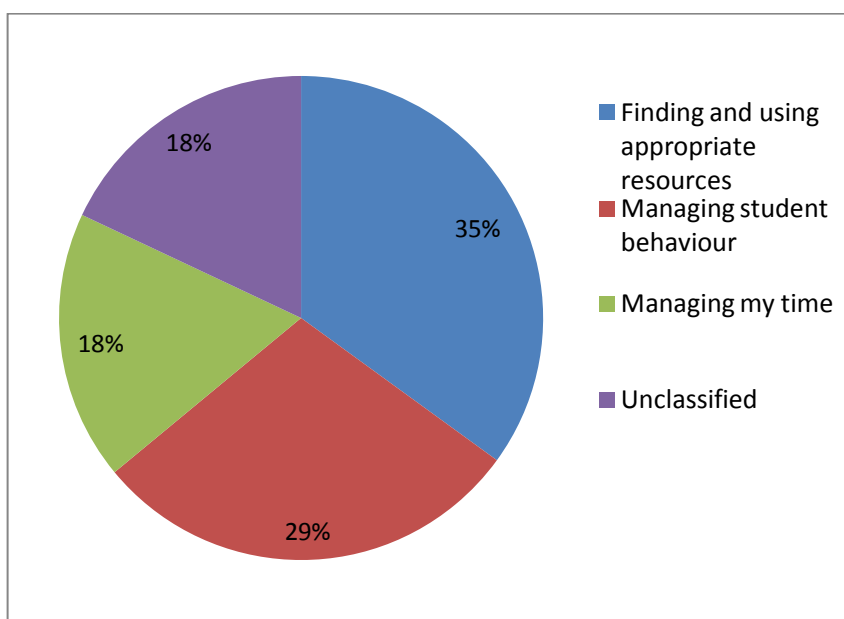


Figure 4.21: Major challenges

In Survey 2, the major challenge faced by the beginning teachers had switched from behaviour management in Survey 1, to finding and using appropriate teaching strategies, with 35% of the content units relating to this. Three of these related to particularly needing strategies to maintain student motivation.

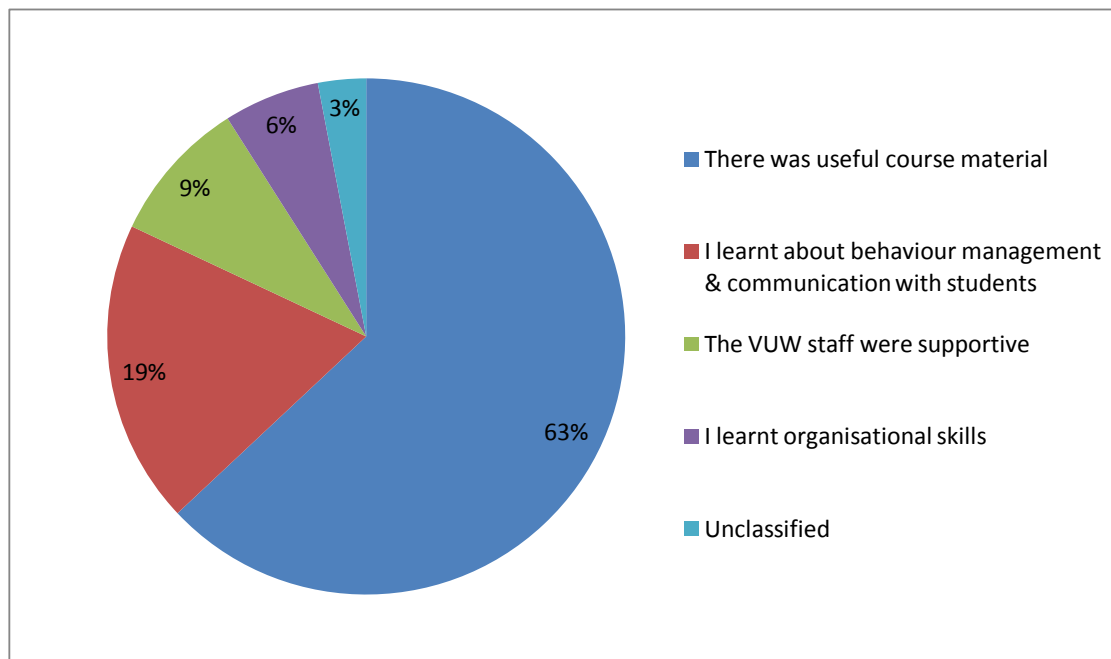
Managing student behaviour was still a challenge with 29% of the content units referring to this. The comments included:

*I have difficulty with behaviour management when it is several students misbehaving at the same time. (P8)*

### Major strengths of ITE

The further open-ended questions were coded immediately into the two broad analytic constructs, or themes, of the strengths and weaknesses of the ITE programme as per Survey 1 open-ended questions.

The content analysis of the strengths/contributions resulted in five codes from 35 comments. Figure 4.22 shows the overall sorting into the five codes.



**Figure 4.22: Strengths of initial teacher education**

The comprehensive coverage of the content included in the ITE programme was identified as a major strength. The comments referred to planning, up-to-date materials and strategies, knowledge of assessment, how to use the curriculum effectively, an awareness of diversity, and motivation theories. One comment that summarises the major strength was:

*Overall I am pleased with the tools, information and experience the online programme provided me. (P4)*

The other major strength, with 19% of the comments, was that the programme taught how to communicate with, and manage the behaviour of, the students. Some comments offered here were:

*There was good experience on teaching experience observing associate teachers managing the student behaviour. (P8)*

*Even though I had difficulties with student behaviour, the strategies taught at VUW helped immensely. (P2)*

The further strengths referred to the support from the VUW staff, the need to learn organisational skills to cope with the programme, and two unclassified comments, one of which referred to the opportunity to meet at the weekend residency.

### Major weaknesses of ITE

The content analysis of the weaknesses/gaps resulted in four codes from 22 comments. Figure 4.23 shows the overall sorting into the four codes.

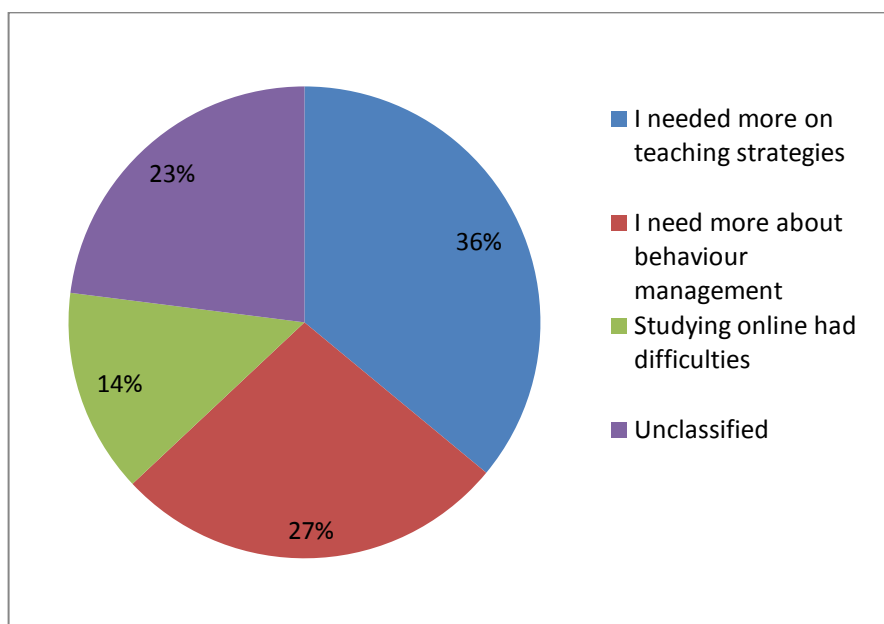


Figure 4.23: Weaknesses of initial teacher education

The major weakness identified was the need for more teaching strategies, and/or resources:

*I need more information on doing practical experiments in science. (P2)*

Twenty-seven percent of the comments referred to needing more on managing the student behaviour:

*More on classroom management, for example, different strategies for different situations. (P8)*

A further 14% of the comments also referred to the difficulties of studying online, such as lack of collegial support and isolation from other students, and also a lack of consistency among the online courses, which added to what was seen as an intense workload:

*The programme would have been easier if there was consistency in the layout of assignments, forums, journals, deadlines and templates over the different courses. (P1)*

*It would have been good to have more collegial support. (P1)*

Twenty-three percent of the comments remained unclassified and related mostly to the specific situation of the participant rather than being more general in nature, for example:

*I needed more guidance on selecting curriculum topics on enrolment. I was prompted to do Chemistry but feel inadequate to teach this without lots of content revision. (P8)*

#### 4.2.3 Summary of Survey 2

The results of the closed questions in Survey 2 showed that for seven out of the eight items the majority of the participants felt either strong or competent in each of the teaching skills and that they believed their ITE programme had prepared them well for this skill. Three of the participants now felt their management and communication skills with the students required further development, while none had in Survey 1.

The results from the open-ended questions in Survey 2 showed the major challenge after a few months of teaching was finding and using appropriate resources, while managing students now ranked second as a challenge.

The main strength of participants' ITE was still considered to be the comprehensiveness of the content covered, but the behaviour management strategies learnt now ranked as the second most important strength. The main weaknesses were now seen as having needed more on teaching strategies and behaviour management, with the difficulties of learning online ranked third as a weakness.

### 4.3 Summary of Surveys 1 & 2 closed questions

In order to make comparisons between Survey 1 and Survey 2, and also to see more easily in which areas the participants felt either strong or needing development, the results of the Likert scale questions are summarised in the table below. The highlighted areas show where the participants felt they needed further development and/or that their ITE had not prepared them well for this skill.

**Table 4.4: Summary of survey closed questions**

	Survey 1				Survey 2			
	Skill level		Teacher Ed		Skill level		Teacher Ed	
Planning & Preparation	S	3	SA	5	S	3	SA	2
	C	6	A	4	C	3	A	4
	FDR	0	D	0	FDR	0	D	0
Curriculum & Subject Knowledge	S	3	SA	2	S	2	SA	1
	C	3	A	5	C	2	A	2
	FDR	2	D	1	FDR	2	D	3
Strategies & Routines	S	1	SA	1	S	0	SA	0
	C	7	A	7	C	6	A	6
	FDR	0	D	0	FDR	0	D	0
Management & communication	S	2	SA	2	S	0	SA	0
	C	6	A	5	C	3	A	5
	FDR	0	D	1	FDR	1	D	1
Assessment	S	1	SA	1	S	0	SA	0
	C	3	A	6	C	4	A	4
	FDR	5	D	2	FDR	1	D	1
Questioning	S	1	SA	1	S	2	SA	1
	C	3	A	6	C	3	A	4
	FDR	5	D	2	FDR	1	D	1
Awareness of student needs	S	4	SA	5	S	1	SA	0
	C	3	A	3	C	4	A	6
	FDR	2	D	1	FDR	1	D	1
Professionalism	S	6	SA	3	S	4	SA	3
	C	3	A	6	C	2	A	3
	FDR	0	D	0	FDR	0	D	0

Over both surveys it is clear the beginning teachers felt competent and well prepared for: planning and preparation; strategies and routines; and professionalism.

In Survey 1 there was also a majority who felt their skill levels on assessment and questioning needed further development, but after a few months of teaching only two rated assessment, and one questioning in this category.



Three of the beginning teachers who completed both surveys changed their rating of management of, and communicating with, students from competent in Survey 1 to further development needed in Survey 2.

## 4.4 Results from interviews with beginning teachers (Six months teaching)

### 4.4.1 Overview of major themes from interview data

Of the nine participants who completed Survey 1, seven agreed to take part in a face-to-face interview. The initial inductive content analysis of the interviews resulted in the establishment of 96 separate *in vivo* codes from 415 items. These were then ranked in a frequency table and from this analysis the 96 codes were regrouped into 11 codes. Table 4.5 shows the overall sorting of these 11 codes into rank order and the frequency and percentage of the total with which comments in a particular code were made.

**Table 4.5: Codes from interview data**

	Category	No	%	Cumulative %
1	My main concern is behaviour management.	107	26.0	25.8
2	Studying online has benefits	61	14.7	40.7
3	Most of the course was really useful	55	13.2	53.9
4	There was stuff I needed but didn't get on the course	36	8.6	62.5
5	Learning online can be difficult	35	8.4	70.9
6	I contribute to the school and the community	31	7.5	78.4
7	There are things I don't like about the job/school	29	7.0	85.4
8	I get beginning teacher support & PD	22	5.3	90.7
9	I like my school	14	3.4	94.1
10	I need another job	12	3.0	97.1
11	Unclassified	13	3.0	100.1
	Total	415	100.2	

Clearly, concerns about behaviour management were the most frequent comments, making up nearly 26% of the total comments. The benefits of studying online made up 14.7% of the total comments, whereas the disadvantages were 8.4%. Comments on the course material totalled 21.8% of the comments, with 13.2% favourable and 8.6% on the perceived shortcomings. There are also several codes relating to the job and/or the school, with approximately 9% being generally positive about these and 11% negative.

From these 11 codes it became apparent that a further level of axial coding could take place and the data can be grouped into three broad analytic constructs or themes:

- Beginning teaching
- Studying online
- The course material and content

Table 4.6 shows the codes re-sorted into these headings.

**Table 4.6: Themes from interviews**

<b>Beginning teaching</b>	<b>215</b>	<b>52%</b>
My main concern is behaviour management	107	26.0
I contribute to the school and the community	31	7.5
There are things I don't like about the job/school	29	7.0
I get beginning teacher support & PD	22	5.3
I like my school	14	3.4
I need another job	12	2.8
<b>Studying Online</b>	<b>96</b>	<b>23%</b>
Studying online can be good	61	14.7
Learning online can be difficult	35	8.4
<b>Course material and content</b>	<b>91</b>	<b>22%</b>
Most of the course was really useful	55	13.2
There was stuff I needed but didn't get on the course	36	8.6
<b>Unclassified</b>	<b>13</b>	<b>3%</b>
	<b>415</b>	<b>100%</b>

These themes are discussed in the next section in order of the frequency with which they were raised by the participants.

#### 4.4.2 Beginning teaching

##### *Managing Student Behaviour*

Over half of the comments from the interviews related to beginning teaching and within this category half of the comments relate to concerns about behaviour management of the students. There were 19 content units which referred to the beginning teacher needing more or better support for behaviour management, with only two of the seven interviewed feeling fully supported to manage student behaviour while another three had to '*really demand support*' for this.

The successful support included working with other teachers to manage the students or using the school systems to effect behaviour changes in the students. Unsuccessful support included other staff members coming into the classroom unannounced, using the school systems but no change occurring or support not being offered despite an obvious need. Paraphrased comments made by the beginning teachers relating to this category include:

*I assumed that someone was taking note of the number of slips I was writing on particular students. (P2)*

*They get exits from class and nothing happens – they just come back with no improvement. (P1)*

*The HoD will come into my room and you can hear a pin drop – but it doesn't stay that way when he leaves. The students get confused – they were meant to be talking – but go silent when he comes in. (P1)*

Of major concern was how to deal with abusive students and those who refused to follow instructions, with 17 comments relating to this theme. One beginning teacher likened the classroom to a 'battlezone'. They commented that they had been verbally abused when trying to manage students and were ill-equipped to deal with such behaviour. In one extreme situation the beginning teacher had to use his mobile phone to call for senior management help.

These participants graduated from the Graduate Diploma of Teaching programme mid-year and began teaching positions which involved taking over other teachers' classes. Three commented that this had been a particular problem in terms of behaviour management, with two saying the students made unfavourable comparisons between them and the previous teacher, and one that he had to take over classes with a 'history of difficulty' and that he was the third or fourth teacher some students had had that year.

The lack of behaviour management affected the type of lessons and strategies used by the beginning teachers. While only six content units referred to this, it was significant for the three participants who made these comments:

*I've sunk so low as to make them copy out of the textbook. (P2)*

*We can't do practicals until they behave in a safe manner. (P8)*

On a positive note 12 comments related to behaviour management improving and that they were not ready to give up yet!

*I'm still working on it – I'm not giving up. (P2)*

*I used the referral system at the start, but don't need to now. (P4)*

*It's been tough but it's shaped my behaviour management skills. (P1)*

### **Contribution to the school and community**

Six of the participants talked about the contribution they make to the school and the wider school community with only one saying he was not prepared to do this because he was teaching a full load. Thirty-one comments related to this code, with most referring to extracurricular activities (15 comments). The range of contributions made was wide and various with two having taken students on an overseas trip to Canada. The Māori beginning teachers were fully involved with kapa haka, and competitions and festivals related to kapa haka.

Other contributions included: supervising school discos, going on camps, helping out with sport and belonging to Enviro group. The beginning teachers also shared resources and knowledge with colleagues. One had written over 60 lesson plans with accompanying resources and Powerpoints and put these on the school server for all to access, others shared ICT knowledge and other previous work skills, such as microscope use.

The pastoral care of students was also seen as an additional contribution to the school, with one Māori male emphasising the importance of being a role model:

*The kids come in here at lunchtime and sometimes if I'm away they don't come to school. I can see they need strong role models. (P9)*

Another saw that pastoral care of specific groups was important:

*I'm harder on my Māori students and if I do see them doing things I will make them aware and talk to them about it. (P7)*

Two of the beginning teachers had taken on duties in the wider teacher community with one becoming the treasurer and the other the secretary of their local subject teachers' association.

### ***PRT support***

All seven of the participants were beginning teachers, classified as PRTs with contractual rights to certain conditions in terms of reduced teaching hours and PD support. However, only two of the participants were receiving the reduced teaching load and professional support in terms of a dedicated associate teacher and a specific PRT PD programme. Four categorically stated they were not receiving such support and were working a full load. One did not know what these provisions were or if she was receiving them. However, it should be noted that two of the beginning teachers accepted the positions knowing they would be expected to teach a full load and not receive the PRT time allowance.

In one case, the Post Primary Teachers' Association (the secondary teachers' union) Field Officer was so concerned about the beginning teacher's lack of support that a meeting with the school management was arranged, but resulted in the beginning teacher being censured by the deputy principal for calling in the union. Those receiving the least PRT support were those who expressed the most concern about managing student behaviour.

Those receiving support were positive about this stating that feedback from observations was useful and that the PRT meetings with other beginning teachers were helpful, although one commented that having such meetings at lunchtime only added to the burden of already teaching a full load. The beginning teachers were also offered a variety of other more general PD, both within and outside of the school. The beginning teachers commented particularly on PD which mirrored or echoed that which they learned in their ITE.

### ***Likes and dislikes about the school/job***

There were more negative comments about the school and the job than there were positive. However, only two participants commented that they disliked the school they were working in, with the other five liking the school although there were some negative aspects. Eight of the negative content units in this category related to the school being poorly resourced. Some departments lacked unit plans, and one school in particular was poorly resourced generally. Both of the beginning teachers who teach science commented on the lack of support and information about carrying out experiments, even though the school was otherwise well resourced.

One beginning teacher felt he had accepted a position in a particularly tough school, commenting that the school regularly got tagged on the weekend and the school was not cleaned properly. This school was also poorly resourced and the beginning teacher was now actively looking for a position in a 'better' school.

Other dislikes about the job were the amount of time they had to commit to teaching and not teaching preferred subjects:

*I have never worked so hard for so little money. (P1)*

The experiences of two of the beginning teachers led them to reflect on teaching as a career and they were having some doubts about remaining:

*Well I've reflected on it and decided I'm not going to move out of teaching – just out of that school. And there's nothing particularly wrong with the people at that school, but it's just the job they gave me is a tough one, I knew it would be and they told me it would be tough, but I didn't quite realise what I was in for. (P1)*

*I think if I was bit younger – a bit less mature I could well have left, but I suppose I've overcome enough battles in my life now that even though I find it difficult I know I'll get through this and sort it out. (P2)*

Five commented that they liked the school they worked in, with four commenting that they worked in a good school, while one thought her school was a tough school to work in, but she liked it all the same.

Only three of the participants had been appointed to permanent positions with the other four gaining long-term relieving positions. Of these one had found a new, permanent position for the following year and the others were in various states in their quest for a new job. Two were actively looking with one having been invited to interviews while the other had not yet applied for anything as there were no current vacancies in her preferred area. Another felt too busy to think about finding a new position and was unsure whether his school would support his job seeking. Also, as his long-term relieving position was for a further six months, he felt no sense of urgency.

#### 4.4.3 Studying online

Twenty-three percent of the total comments related to studying the programme online and the majority of these were positive about the experience.

### ***The benefits of studying online***

The benefits of studying online included learning skills, saving time and money, being able to retain the materials, good discussions in the forum, the freedom to live where they liked, preferring that mode of study, being able to work and study, and for four of the participants it was the only way they could have undertaken teacher training. Three of those who needed the online programme to train were the Māori beginning teachers, one of whom already worked in a local high school on a Limited Authority to Teach registration (LAT). The other two participants had other pressures which meant they could not consider giving up work to be a student.

The participants mentioned a wide range of skills which they thought learning online had helped develop. Twenty content units referred to skills they had learned or improved, with all seven participants mentioning improved skills. These included improved ICT, time management and research skills. They also said learning online taught them self-discipline, organisation, resourcefulness and independence, and felt this had prepared them well for similar expectations in their school:

*I learnt the skill of using my computer to plan all my lessons and also as a research tool. At my school there is no library, I mean there is a library for the students, but there is no teacher resource part of the library – so often all I've got is my computer and my Internet connection – which is exactly what I had for the Diploma. If I was given an assignment I used TKI and searched for resources and found templates and all that and now I can easily take all that to my new school. (P1)*

*Associates have commented on how organised I've been and I think that comes from the online thing – you've got to be organised, because it's not evident what you're supposed to be doing at a particular time – you've got to sort that out for yourself. I remember in 2002 I was in conventional lecturers and basically all you've got is a timetable and you just turn up and everything is told to you and you're given verbal reminders and that sort of thing, but in the online programme the computer's not going to switch itself on and start talking to you – you actually have to do that, you have to go looking for stuff, you have to monitor your own progress – are you up to date – are you where you should be on this assignment – that sort of thing. So I found that I'm now quite well organised which might not otherwise have been. (P2)*

Being able to manage and save time, and money, were mentioned 15 times as advantages of studying online. The advantages of managing their study time included being able to spend time with their family and to study at times suitable to them:

*I think the main thing for me was being able to manage it yourself. You can do a whole big stretch if you want to or wee chunks everyday. I like to manage my own projects more, rather than attending classes and sit in there if they're not interesting. (P4)*

Commuting to a campus was seen to be time consuming and this time could be better spent studying. The cost of travelling to a campus was also mentioned:

*Yes, definitely in commuting time that was time I used for study. And just the general flexibility I'm a morning person I could get up at 5am and do my study and my exercise. If I was commuting there would be less time available. (P8)*

*I had the freedom to live out in a beautiful area, a beautiful spot by the beach and when I had time to take a break, which wasn't often, I could go down and have a swim – I couldn't do that at a College. And because my wife was studying (online) as well we could spend time together and we could save money because we would cook at home and had no travel costs. So we saved money and we had freedom to plan our own schedule. We could decide on Monday for example that we would go and visit friends and that was ok because we could just go and do it and then on Saturday do the work. That was a great benefit. (P1)*

The ability to work and study was mentioned as an advantage by four of the participants and for two of the participants the freedom to live where they liked was a definite benefit with one beginning the programme while still overseas and the other able to move towns and still study.

Three commented that learning online was a preferred mode of study as campus lectures can be boring and/or irritating. All seven participants said an advantage was being able to keep all the online materials, although only one had subsequently used these. Two specifically mentioned that they chose the VUW online programme because it gave them the opportunity to study with a well-known provider.

### ***The disadvantages of studying online***

By far the majority (24 out of 35 content units) of comments in this category related to the difficulty of studying alone. They found they missed the ability to have verbal discussions and the collegial impact of having other students to ask for advice, to help each other with assignments and to even just talk about due dates, and the size and importance of assignments:

*Some of the concepts you weren't able to thrash these out with another person. The concepts were on the computer and in the text and to actually draw them out was lots of extra work. To draw out what this article was*



*actually talking about or what this assignment is actually about, whereas if you were at a College you may just chat with a friend and work it out together. And also if a big assignment is coming up you go to the library and everyone else is working on it as well and you say this is a big one let's just do it. But when you are on your own sometimes there are some big ones but you didn't realise the significance of them or how big they were. Sometimes you didn't realise how important the assignment was. (P1)*

Although some participants lived nearby one another they did not, or seldom, contacted each other. One commented that he did not feel confident 'to ring up a face in the forum' to ask for help and that assistance in setting up contacts would be useful. However, three who lived in the same area and knew each other prior to the study also commented that they only got together twice during the programme.

The one part of the online programme which involved face-to-face contact, the campus residency weekend, was singled out by one as being the 'best part of the programme' and by another two as being enjoyable because of the contact with other students:

*I didn't really feel there was anybody I could call on, whereas if I'd made a few friends in a class situation it would have been more supportive, more collegial. I think all of us absolutely loved the residency, but it's well into the course and you meet these people you've been communicating with and you make friendships and you think if only this could have happened earlier. (P2)*

Other disadvantages included variable access to the lecturers with two comments relating to the difficulty in contacting some lecturers. For some, the information provided was not always clear or consistent (five content units), one missed having a library nearby as he liked to thumb through books before taking them out, and one commented that the online system was sometimes slow.

#### 4.4.4 Course material and content

Twenty-two percent (91) of the content units related to the course material and content. Fifty five of the comments related to what they found useful and 36 to what they needed but did not get in the programme.

Of the 55 content units on what the participants found useful in terms of course content, 16 (29%) of these related to planning. All agreed that the work on planning was very useful. This included both lesson and unit planning, and the understanding

they gained on Learning Outcomes within planning. Two mentioned that the planning templates they used in the programme had now been adopted by the school, as previously the school had been using a variety of templates:

*Doing the unit planning is really valuable. (P7)*

*I feel well prepared in terms of how to deliver a lesson. (P2)*

Another specific aspect of the course content mentioned was scaffolded learning with five comments referring to that.

There were six content units which referred to the usefulness of the course content in relation to behaviour management, with this comment offered:

*I felt well equipped with classroom management ideas and theory, but even though it might not have gone that well with one class I certainly felt I knew where I stood in terms of what I needed to accept and what I didn't from the kids. (P2)*

Knowledge of NCEA received four positive and confident comments, but four stated the need for more knowledge:

*I feel really confident with assessment. I took over from someone who was not trained in NZ and I had to send retrospective task to moderation and it passed. (P4)*

*I've still really got no idea how NCEA fits together – like how to choose whether to do internals or externals. We looked at how to unpack a standard, but not how to establish a programme. (P2)*

The comments on teaching diverse students were similarly mixed, three content units thought the material was useful, but there were six units on needing to know more about this.

*The course helped me to be more aware of the diversity of the kids and taking that into consideration and not just taking things at face value. Thinking about them and taking that into account. (P7)*

*I guess the other thing which is what to do with classes of real mixed ability. I've got people in my classes who just don't do any work and really don't know why. I don't know if it's because they can't read or write or because they are just being lazy, having me on. You don't get a report from management when you start teaching a class, saying these are the kids in your class and these are the problems, these are their abilities. (P2)*

Six content units referred to needing to know more about teaching strategies, and that those they did know they had learned on TE. However, these comments came from only two of the participants.

The need to further develop questioning skills was mentioned four times. One said:

*I would like more on questioning techniques and how to facilitate discussions more than just teach kids. I find that I'm just asking yes or no questions. (P7)*

Although the responses indicate the beginning teachers are aware of what constitutes good questioning, they had not yet developed it to that level.

Two of the interviewees had been appointed to positions in a Kura Kaupapa and referred to lacking knowledge in Te Aho Matua and the Māori versions of the curriculum documents. They also wanted the programme to include more Māori kaupapa and commented that the Matuaranga Māori paper could have been more intense. Despite these shortcomings they did agree that the course had still prepared them well to work in a Kura Kaupapa.

#### 4.4.5 Summary of the interview findings

The content analysis of the face-to-face interviews resulted in three broad themes: beginning teaching, studying online, and the course material and content.

Behaviour management of the students was the overarching concern of the participants. A concern that arose for the researcher was the variable support they were being offered as beginning teachers. Some were being offered the full amount of PRT support as required by the Collective Employment Contract, while others were receiving no support at all, or the so-called support was actually having a detrimental effect. It became evident to the researcher that those receiving the least support were having the most concerns about behaviour management.

As beginning teachers they were proud of the contribution they were already making to the wider school community and five commented that they were enjoying their jobs. Studying online had both advantages and disadvantages, the major advantage being the flexibility this mode of study offered and the major disadvantage the lack

of collegial support. The vast majority of the comments agreed that the course material was comprehensive and useful, with a small number stating there were gaps in what was provided.

## 4.5 Overall summary of the findings

To summarise the findings from each of the data sources the findings have been collated in terms of the beginning teachers' perceived skill levels and the contribution ITE made to these skills. Table 4.13 below shows the major themes resulting from each data source, and by highlighting these it is apparent which are repeated and therefore interconnecting.

**Table 4.7: Interconnecting themes**

Surveys – closed questions	Survey 1 – open questions	Survey 2 – open questions	Interviews	Interconnecting themes
Skills All felt strong or competent in most skills, except behaviour management	Main success and/or challenge Behaviour management Teacher Education	Main success and/or challenge Behaviour management Finding appropriate resources – course material Teacher Education	Skills Main concern behaviour management Teacher Education	Behaviour management
Teacher Education Prepared them well in most skills	Lack of skills for extreme student behaviour Comprehensive content I liked studying online	Course material useful Teacher Education Need more on behaviour management Need more on teaching strategies – course material Comprehensive content Learnt about behaviour management Learning online had difficulties	Course material useful Learning online is flexible Learning online can be difficult	Comprehensive content/course material Learning online

Behaviour management of the students, both the difficulty in achieving it, and the delight in having success in it, was a strong feature from all of the data sources.

There was variable beginning teacher support offered and those receiving the least support were having the most concerns about behaviour management.

There was general agreement from the participants that their ITE was comprehensive and had prepared them well to begin teaching. Their ITE programme prepared them particularly well for the skills of planning and preparation, and professionalism.

Studying online had advantages such as being flexible, so that study could fit around other commitments, saving time and money, and for some was the only way they could become teachers. The major disadvantage of studying online was the difficulty of studying alone and the lack of collegiality, and also a lack of consistency among the courses studied did lead to some confusion.

## Chapter 5

### Discussion

This study aimed to find out if beginning secondary teachers who completed their pre-service teacher education in the online medium perceived they were suitably prepared to teach in a face-to-face classroom. It also sought to discover how the online teacher education programme prepares the beginning secondary teacher for the classroom.

This chapter draws together findings from this research with existing literature about beginning teaching, teacher education and online learning. Three overarching themes have emerged from the data sources:

1. The content of the ITE programme. There was general agreement that the ITE programme was comprehensive and had prepared teachers well to begin teaching, but exactly where in the programme skills were learnt was unclear.
2. Success and challenges of studying online. The major advantage of studying online was its flexibility, so that study could fit around other commitments. The major disadvantage was the lack of collegiality.
3. Beginning teaching. The beginning teachers were in a variety of contexts and received varying induction support. The lack of support contributed to difficulties in managing student behaviour and led to falling efficacy.

This chapter discusses each of these themes in relation to the existing literature. In order to answer the main research question (i.e., in what ways does an online course of study prepare student teachers for the reality of a face-to-face occupation and the classroom?) the chapter begins by summarising the ability of an online ITE programme to prepare beginning teachers. This section, 5.1, will also answer the subsidiary question of whether the beginning secondary teachers who complete all their pre-service teacher education in the online medium perceive they are suitably prepared to teach in a face-to-face classroom. Section 5.1 will discuss the content covered by the online programme and the ways the beginning teachers either felt prepared or not.

Section 5.2 will discuss the advantages and disadvantages of studying online. Although this study commenced with an examination of how an online ITE programme could prepare beginning teachers, the mode of study was not *the* major feature of the findings.

Section 5.3 discusses the level of support provided for the beginning teachers and its impact on their efficacy.

The chapter concludes with recommendations for action and future research on developing constructivist online learning programmes, establishing coherence in ITE, and providing support for beginning teachers.

## **5.1 Preparation by the ITE programme**

### ***Content preparation***

The participants in this study agreed a teacher education programme delivered online is able to prepare beginning teachers for the world of face-to-face teaching. The beginning teachers reported competence in a range of teaching skills, but reported being most prepared and most confident in planning and preparation, teaching strategies and routines, communicating with and managing the behaviour of the students, and how to act professionally. Assessment, questioning and awareness of student needs were the areas which were perceived as least competent and least prepared. When considering the skills where most competence was reported (e.g., planning, and implementing teaching strategies) and what it means to be professional, compared with those skills where least competence was reported, it appears skills which could be considered more concrete are more easily grasped.

The skills which were reported as the more challenging aspects of the job (e.g., being aware of student needs) are often not easily learnt in ITE but develop with experience, implementation, and reflection. This is the complexity of teaching which Schön (1984) refers to as the “swampy lowland (p. 42)”, to which there are not simple solutions. It also raises issues in terms of how content is taught in ITE.

It appears the participants in this research reported similar perceived strengths and weaknesses as those found by Antony and Kane (2008). Their research found that beginning teachers were similarly positive about their ITE, in particular the preparation for planning, reflective practice, assessment and the mix of theory and practice. However, Antony and Kane found that beginning teachers would have liked more focus on classroom management, curriculum, school organisation, and meeting students' diverse needs. These findings support Bartell's (2005) claims that well-prepared beginning teachers are novices with much to learn and "they bring an entry-level knowledge about a complex and difficult job" (p. 22), and support the need to understand beginning teacher development.

### ***Programme connectedness***

Beginning teachers in this research appeared to distinguish between what was learnt online and what they learnt on teaching practice. This contextual divide may actually reinforce a theory/practice divide which we know exists as a dilemma for teacher educators (Cameron, 2004). The attribution of where skills were learnt suggests that the beginning teachers had not regarded teaching experience as an integral part of the programme. The clear distinction made by students may support a view that the programme is not as well integrated and coherent as Hammerness et al. (2005) claim it should be. This study also suggests that for some student teachers the coherence between teaching experience (clinical work) and course work is lacking and not closely interwoven (Darling-Hammond, 2006).

In New Zealand, Cameron (2004) found a clear divide between theory and practice in some New Zealand ITE programmes. Kane (2005) suggested that if programmes are fragmented into several separate papers, as exemplified by the programme in this research, it can further contribute to course work being separated from the practicum. This suggests the need to investigate ways of modelling these theoretical aspects to students. Providing online students with observational access, such as video, may bridge this gap. This may allow student teachers to become more adept at observing and recognising theoretical aspects of the programme in practice so these are no longer perceived to be separate. Joyce and Showers (1980) suggested a five component model which has been effective for teacher PD and could be useful for ITE. The model consists of the presentation of theory, demonstration or modelling of the new strategy or skill, initial practice of the new skill in a protected or



simulated setting, feedback about performance of the practice, and the fifth component is coaching in a real setting. The five components of this model could be used with online students through website materials, videos of modelling, feedback to student teacher practice via the internet (e.g., Skype) and coaching in the authentic setting of practicum.

The beginning teachers in this study considered studying online aggravated the theory to practice divide and suggested that a campus course would avoid this disjuncture. The rationale for this belief was likely to be based on the notion that campus courses would have more opportunity to model or rehearse the practical considerations. In reality this idealised traditional instruction may not occur (Rovai & Barnum, 2003). Other research (Cameron, 2004; Kane, 2005) suggests this perception is not isolated to online students and the blending of theory with experience has been noted by Mumby and Russell (cited in McDonald, 2005) as problematic. However, this is a finding which needs to be investigated further within the programme.

## **5.2 Learning online**

As indicated, the mode of study was not *the* major feature of the findings. This supports Robinson and Latchem's (2003) argument that a beginning teacher's readiness to teach cannot be wholly attributed to the mode in which the ITE was undertaken and the programme as a whole needs to be considered. However, the mode of study was *a* feature and this section discusses the disadvantages and advantages of undertaking ITE online.

### ***Disadvantages***

The disadvantages of learning online identified in this study were the isolation of studying alone, a lack of modelling, and a lack of consistency among the courses.

### ***Isolation***

Although the delivery platform of the programme contained tools by which communication with other students was possible, and most courses included contributions to weekly forum, the initial data sources revealed the difficulties of learning online focused on the isolation of the mode of delivery which resulted in a

lack of contact with, and support of, other learners. As previous studies (Bernard et al., 2004; Paloff & Pratt, 2003) outlined the value distance students place on student-to-student interaction, the online programme and the delivery platform in this study had been developed specifically to encourage student interaction. However, it appears that even though the structures were in place they did not engender a sense of community. Garrison and Anderson (2003) have argued that because technology allows collaboration, it does not necessarily occur, and that effective facilitation is crucial in establishing online learning communities.

As a consequence of this initial finding the interviews probed more deeply into the lack of community feeling. These revealed that although some students lived near each other, they did not, or seldom, contacted one another, citing lack of confidence or time as barriers, and instead preferred lecturer assistance in setting up contacts. Garrison and Anderson (2003) agree that the role of the lecturer is crucial in a successful online learning experience. The one part of the online programme which involved face-to-face contact, the campus residency weekend, was singled out by one participant as being the *'best part of the programme'* and by another two as being enjoyable because of the contact with other students. So while the participants valued and wanted to belong to a learning community they did not seem to think it was their responsibility to create one. Successful online learning communities can be created but require active participation from both the teachers and the students. Without active participation, there is no community. As Paloff and Pratt (2003) point out, online learners need to be willing to contribute to the learning of others and have some onus for creating the community.

The lecturers, too, need to play their role in developing the learning community and to remember that online learners are real people who need support and encouragement to participate. Lecturers have a responsibility to develop a sense of community by creating connections between the students and spaces within the technology in which the students can communicate socially and academically, and they should consider their responses and interactions to ensure the students feel neither stifled nor abandoned (Garrison & Anderson, 2003).

While face-to-face interaction is not essential for successful online learning, it is beneficial. People naturally make connections with each other in a face-to-face environment, more easily identifying compatibility. For example, one participant noted that while they found studying online isolating and felt reluctant to contact ‘*a face in the forum*’, while on the residential course they readily made friends and wished this face-to-face contact had occurred earlier. The Faculty could assist building the learning community by having the residential course at the beginning of the programme to enable the students to create their own learning communities with those they feel most comfortable. While Paloff and Pratt (2003) consider a successful online learner will contribute to the learning of others and commit time to this, the institution and teaching staff have to ensure this is possible.

#### *Lack of modelling*

The lack of modeling of teaching skills was cited by some participants as a disadvantage of studying online and they considered teaching experiences particularly valuable for learning about these. For example, one cited that it was difficult to gain experience of implementing group work from studying about it online and presumed experiencing it on campus would be more beneficial. Another commented similarly on questioning skills.

The participants in this study presumed the challenges to implementing successful co-operative learning stemmed from learning about it online but as Gillies and Boyle (2010) have found many teachers have difficulty implementing co-operative learning and need intensive PD to use it successfully. Regardless of how challenging student teachers find these skills, this is an area in which video resources could be employed, as it may enhance the learning experience for some.

#### *Lack of consistency*

A final disadvantage reported by these students was a lack of consistency among the courses which led to confusion and additional workload. As mentioned previously, distance learning can be an isolated and lonely experience which is exacerbated if students are confused and unsure of how to proceed. This confusion and time spent finding their way through a plethora of material adds to an already very intense workload. Unlike campus-based students, online students cannot easily seek clarification from fellow students in the cafe or corridors, so it is all the more

important that distance courses are kept simple (Paloff & Pratt, 2003) and consistent (Theissen & Ambrock, 2008).

A lack of consistency and coherence is a challenge that ITE programmes, both online and on campus, face in many faculties (Kane, 2005). According to Harasim, Hiltz, Teles, and Turoff (1995), attention to instructional design is critical for successful learning in the online mode. Clearly students are signalling that course work, both content and organisation, require review. Lecturers need to look for opportunities to collaborate, integrate and ensure clarity of online courses.

### *Advantages*

The benefits of studying online included learning new skills, the flexibility of the study option, financial advantages, and providing for Māori learners.

### *Skill development*

A wide range of skill development was attributed to learning online which included improved ICT skills, time management and research skills. Online learning also enhanced personal qualities such as self-discipline, organisation, resourcefulness and independence, and prepared the beginning teachers well for these expectations in schools. This supports other studies which are tentatively theorising that while distance study requires independence, organisation and time management, it further develops these skills (Anderson & Simpson, 2005; Holmberg, 2005). Learning online may actually help new teachers to deal with the challenges of teaching in an information society in a way that traditional learning does not (Robinson & Latchem, 2003).

### *Flexibility and financial advantages*

Distance education was originally developed to allow those who were unable to attend face-to-face instruction access to education. The word 'distance' would suggest a geographical separation from the education source, yet none of the participants in this study were geographically isolated. They all lived in locations where access to face-to-face teacher education was possible. They chose online learning for its flexibility and financial advantages. This flexibility in terms of location was important for two participants, one of whom started the programme while still living overseas and another who moved from a city to a small town during the course of the programme, neither of which is possible for those enrolled in a face-to-face programme.

Flexibility in terms of time use and having study autonomy was a further advantage of studying online. As Lund and Volet (1998) noted, the most frequently mentioned positive aspects of studying online were flexibility in learning times and pace, and this is consistent with the present study. Students appreciated being able to study anytime and anywhere. This aligns with the basic tenet of distance education which permits students to study at times and in ways suitable to them (Garrison, 1989).

Another advantage identified in this study and supported by Verduin and Clark (1991) related to monetary issues. For some participants their family and financial responsibilities were too great to consider attending a campus full time, so studying online created the financial advantage of being able to work part time as well as study. Those who lived in the cities also noted saving the cost of commuting to a campus.

#### *Providing for Māori learners*

The online ITE programme in this study was perceived to be providing an opportunity for Māori learners despite some claims that access to technology has limited Māori learners' use of e-learning (Institutes of Technology and Polytechnics of New Zealand, 2004; New Zealand Council for Educational Research, 2004c; Porima, 2005). Four participants in this study identified ethnically as Māori and all of them successfully completed an intense programme of online study and gained employment immediately upon graduation. Three of these students graduated to teach te reo Māori and indicated they would not have been able to become a teacher without the online option. A key goal of the Ministry of Education (2010) is to increase effective teaching and learning of te reo Māori and to increase the number of quality Māori teachers proficient in te reo Māori, and the e-Learning Advisory Group (2002) claims we should focus on the potential of e-learning to provide Māori with flexible learning options so as to participate in tertiary education. This study supports these policies.

Potentially e-learning can provide improved access to tertiary education opportunities for Māori learners, particularly in light of the demographic profile of Māori learners involved in tertiary education. According to NZCER (2004c), 60% of Māori students are studying part time, and women make up 68% of the Māori tertiary

student population, which is greater than the comparable non-Māori figures. There is a difference in the age profile for Māori students compared with non-Māori students. Māori are younger in the general population but are older in the student population and tend to participate in tertiary education at a later age. Accordingly, Māori may have their educational needs more appropriately met through e-learning given its flexibility and financial advantages. Indeed, the possibilities of e-learning to meet the needs of indigenous populations has been noted by Tiakiwai and Tiakiwai (2010) whereby e-learning was able to overcome barriers such as work or family commitments that hindered remote Australian Aboriginal communities from accessing higher education. Wall (cited in Tiakiwai & Tiakiwai, 2010) acknowledges that e-learning allowed Canadian Aboriginal students to continue studying at home in a familiar context while at the same time communities did not lose students to larger centres. E-learning in New Zealand can offer the same potential and opportunities and may be an important mode of education provision to further Māori educational aspirations. In one year, the programme in this study graduated three te reo Māori teachers who perceived an online programme as an opportunity to gain access to a well-known tertiary institution.

The Institutes of Technology and Polytechnics of New Zealand (2004) and Porima (2005) consider that an e-learning model which would effectively teach Māori learners should be built. The Māori learners in this study were positive about the online programme which suggests they were either satisfied or were reluctant to offer a negative opinion. When pressed for suggestions they noted aspects of the programme that were most appreciated, such as the residential course and the supportive staff. Porima (2005) also found that whanaungatanga (building relationships) and manaakitanga (supporting others) were important to Māori learners. While the concepts of whanaungatanga and manaakitanga are seen to be important for all online learners, New Zealand is unique in that the Treaty of Waitangi recognises Māori as tangatawhenua (people of the land). This implies the development of an empathetic approach through appropriate kaupapa. Therefore institutions offering online learning should take this opportunity to implement an e-ako pedagogy (Institutes of Technology and Polytechnics of New Zealand, 2004) to effectively teach Māori learners.

### 5.3 Beginning teaching

While the initial research questions sought to discover if students who had completed their ITE online felt prepared for the classroom, the context was their first six months of teaching. Inevitably concerns and opportunities around beginning teaching emerged from the research.

The participants in this study entered a range of contexts and it was evident the amount of support offered to the beginning teachers varied. All seven were beginning teachers, classified as PRTs, with contractual rights to certain conditions in terms of reduced teaching hours and PD support. However, only two were receiving the reduced teaching load and professional support in terms of a dedicated associate teacher and a specific PRT PD programme. For many researchers this is a real concern for New Zealand beginning teachers as several other recent studies have similar findings. Anthony & Kane (2008), Cameron (2007), Cameron et al. (2007), Dewar et al. (2003), Education Review Office (2005), and Stucki et al. (2004) found that the provision of beginning teacher support and induction is uneven and ad hoc, despite a nationally mandated induction programme and funding being provided to all schools for such support.

Interestingly, the level of induction support seemed to be related to the efficacy of the beginning teacher with regards to managing the student behaviour and teaching approaches they chose to implement. Those with good support reported managing student behaviour as a success and that even with difficulties the behaviour management strategies learnt in ITE helped considerably. Those who struggled most had the least support and in some cases felt blamed for not coping. The varying levels of support would not be known to the participants as they were unaware of each other's situations which may have exacerbated the feelings of blame and inadequacy. Those receiving little support may have assumed this was the norm and therefore their responsibility that they were not coping, not realising that their colleagues in other schools may have been much better supported.

Bartell (2005) and Antony and Kane (2008) discuss how the needs of beginning teachers vary depending on the context in which they are teaching. In other words,

the generic knowledge learnt in ITE needs to be transferred to the specific context in which the beginning teachers are now working. Effective transfer of learning from ITE into the new context of the school needs to occur for teachers to be successful. Baldwin and Ford's (1988) seminal transfer of learning model states workplace support, in terms of feedback and reinforcement, is essential for effective transfer. This appears to be the case in this study. The two participants who reported the most difficulty managing student behaviour had the least induction support and at times the so called support was actually detrimental.

In one case, a concerned field officer from the secondary teachers' union called a meeting with the school management to discuss the lack of induction support, but this only resulted in the beginning teacher being censured by the deputy principal for contacting the union. Such school leaders have been described by Bubb, Earley and Totterdell (2005) as "rogue" leaders who "treat new teachers unprofessionally, wasting public resources and, in some cases, hindering or potentially ruining individuals' careers" (p. 255). This beginning teacher was demoralised by the experience and commented that if he was younger and less mature he may have exited the teaching profession. In this case Halford's (1998, p. 33) assertion that teaching is "the profession that eats its young" is apt consideration.

Not all of the beginning teachers had negative experiences and while they did not necessarily have an easy beginning (Huberman, 1989), they were satisfied with the support offered. Effective support included working with other teachers and using school systems to facilitate the management of student behaviour. Participants were also positive about feedback on their teaching and ongoing PD both within and outside of the school. There are similarities here with Cameron, Lovett and Berger (2007) who found the three key components to effective induction were leadership and organisational commitment, collegial support, and ongoing PD opportunities.

In New Zealand, it is a commonly held belief that the relative wealth of a school, described in deciles, has a direct relationship with the behaviour of the students within that school. Indeed, suspension data corroborate this as there is a clear correlation between the socio-economic mix of the school the student attended and suspension rates (Ministry of Education, 2009). Schools in the lowest deciles (1 and



2) draw their students from communities with the lowest relative wealth and students from these schools are nearly four times more likely to be suspended than students in the highest deciles (9 and 10). This could be provided as an explanation for beginning teachers struggling with behaviour management; however, the evidence in this study suggests otherwise. The two beginning teachers who reported that they were struggling the most with behaviour management were in decile 7 and 8 schools. It was these two teachers who also reported limited beginning teacher support, with the mandated time allowance being absent. Those in the lowest decile schools, decile 1, reported no behaviour management difficulties. One participant regarded the school she was in as a tough decile 1 school, yet felt well supported and successful at managing the students' behaviour. The other beginning teacher who reported full PRT support claimed that while achieving good behaviour from the students had not been easy, she had been fully supported by other teachers and was now feeling successful in this aspect of her teaching. This research has found that contrary to popular belief, it was the beginning teacher support, not the decile rating of the school, which contributed most to the beginning teacher's efficacy in managing student behaviour.

Furthermore, the lack of induction contributed to the beginning teachers questioning their competence in a range of other teaching skills. Efficacy is the belief in capacity or power to produce the desired effect. Bartell (2005) describes declining efficacy as a phenomenon of beginning teachers who start with high expectations but during the first year of teaching experience a decline in their beliefs of their own self-efficacy. She further adds that "nearly every study of retention in the teaching profession identifies the first years as the riskiest in the job, the years in which teachers are most likely to leave" (p. 3). Moir (cited in Bartell, 2005) uses a psychological explanation for this decline in efficacy. She describes the psychological stages beginning teachers experience in the first six months as anticipation, survival and disillusionment. New teachers start with high hopes and anticipation; however, they go on to become overwhelmed by the day-to-day busyness of teaching and often describe themselves as 'surviving'. Nearing the end of the first six months they can become disillusioned and question their competence and commitment. This appears to be the case with two of the participants. Neither initially reported experiencing any difficulties, but over time their efficacy began to fall and they began to question

their commitment to both the schools they were working in and teaching in general. However, there also appears to be contextual factors that contributed to their loss of efficacy – neither had any beginning teacher time allocation and reported receiving little effective mentoring. In contrast, the participants who reported receiving induction support, indicated no such fall in efficacy.

The literature abounds with the need for beginning teachers to be properly supported into the profession (Antony & Kane, 2008; Bartell, 2005; Cameron, 2007; Cameron et al., 2006; Feiman-Nemser, 2001; Grundoff & Tuck, 2002; Intrator, 2006; Kane & Mallon, 2006). All agree that the entry period is a crucial time in the development of a teacher and experiences during this time can make or break a teaching career. Feiman-Nemser (2001) claims effective induction programmes are essential for the retention of novice teachers. A lack of effective induction that leaves beginning teachers to ‘sink or swim’ may result in their feeling overwhelmed and leave the profession, or alternatively stay, “clinging onto practices and attitudes that help them survive but do not serve the educational needs of students” (p. 27). Smith and Ingersoll (2004) agree that beginning teachers who experience an effective induction process are less likely to leave and in this study those who experienced effective induction seemed more confident in their abilities and positive about their futures in teaching.

There is the suggestion that beginning teachers who report dissatisfaction with their induction process display little personal agency in ensuring that they receive support, while those who experience a successful induction period are proactive in seeking assistance (Anthony & Kane, 2008). It does seem those in this study who reported a successful induction period were motivated in seeking support. For example, one reported “*having to really demand support*” to manage the students’ behaviour, but at the same time said there was an effective beginning teacher support system in place. On the other hand, another stated “*I assumed that someone was taking note of the number of slips I was writing on particular students*” which could indicate they were waiting for something to happen rather than being proactive. However, as Sabar (2004) states, beginning teachers often lack confidence and are dependent on the goodwill of the school to provide the necessary support.

## 5.4 Summary

This study has found that beginning secondary teachers who complete all their pre-service teacher education in the online medium do perceive they are suitably prepared to teach in a face-to-face classroom. They had high regard for their ITE and generally felt confident about their capabilities. A particular strength of the programme was the diversity and quality of the content offered.

The ways in which the online teacher education programme prepared them for the classroom in terms of content were planning and preparation, strategies and routines, and professionalism. In addition, the participants in this study also cited that learning online had other benefits in terms of preparation to be teachers such as developing ICT skills, time management, and research skills. Online learning also taught them self-discipline, organisation, resourcefulness and independence. This concurs with other literature (Moore, 2007) which suggests the question is no longer *if* we should teach online, but *how*, so these recommendations for change and further research have arisen.

The beginning teachers started their careers in a variety of contexts and the induction support offered varied. While managing the student behaviour was a major concern, and this experience is well documented in the New Zealand literature for many beginning teachers (Anthony & Kane, 2008; Cameron & Baker, 2004; Dewar et al., 2003), it appears induction support can enable beginning teachers to successfully implement strategies to effectively manage and communicate with their students. Effective induction support is crucial to the developing professional as ITE is the beginning of teacher professional learning, not the end.

## 5.5 Recommendations

The following recommendations have arisen from this study.

In terms of the online programme and the courses within that programme, Paloff and Pratt's (2003) framework for online learning could be adopted more widely. They advocate that courses should be kept simple and avoid information overload, encourage

communication among students, and make expectations of the students clear. Yet this was clearly not occurring in all of the courses experienced by the participants.

Recommendation 1: Course material should be kept simple and should not overload the student. Consistency is also needed across the courses within the programme. This needs to be monitored by editors or reviewers rather than the course developers.

The participants praised the content of the programme, but felt a sense of community was lacking, suggesting the courses are focussed on how to deliver the material rather than learner-centred. In technical language the programme is still in the first wave of online learning rather than progressing into the world of Web 2.0. The Web has shifted from being an information provider (Web 1.0) to a platform in which content is created, shared and remixed (Web 2.0). People no longer merely read the web; they interact with it which is evident with social networking sites such as Facebook and blogs (Downes, 2005). This widespread access to information and interaction through the internet has led to new ways of learning (Siemens, 2004) and he coined the term ‘connectivism’ and proposes it as a learning theory for the digital age. He describes connectivism as a learning process that occurs within nebulous environments, rapidly altering foundations and continuous new information.

Recommendation 2: Lecturers need to be aware of their role in establishing and supporting a learning community, and to develop tasks and activities that encourage collaboration and sharing. Professional development regarding learning theories for the digital age is needed. For example, having more familiarity with Siemens (2004) theory of connectivism would be useful. Further research needs to establish PD needs of online lecturers.

While the four Māori participants in this study successfully navigated an online ITE programme, Ferguson (2008) emphasises the importance of a community for Māori learners to encourage a sense of belonging to the e-learning environment. She also notes the importance of lecturer visibility in the e-learning environment and says students need to know that “their pouako are with them” (p. 3).

Recommendation 3: In New Zealand any online programme needs to meet the needs of Māori learners and to encourage their participation in tertiary education; therefore, Māori education values such as ako, manaakitanga, tauawhi (support) and whakatenatena (encouragement) need to be incorporated into courses within the programme. Further research needs to establish the success and needs of Māori learners in the Graduate Diploma of Teaching (Secondary) online.

The lack of modeling of teaching skills was also cited by some participants as a disadvantage of studying online. UNESCO (2002) report a similar concern, but also suggest a number ways of overcoming this problem. They suggest that student teachers can experience modelling while on teaching experiences either under the supervision of the teacher or a visiting lecturer, or at residential courses. The teaching experience needs to be strengthened so explicit links can be made between the theory learned online and the practice experienced in schools so that these align with each other.

Recommendation 4: Lecturers and associate teachers working with online students need to ensure that a variety of teaching skills are modeled and practised at the annual residential course and while the student teachers are on teaching experience. In addition, they need to consider more extensive use of video so student teachers can see teaching skills in practice. Adoption of the Joyce and Showers' (1980) model should be considered.

A major finding from this study was the variable beginning teacher support and mentoring provided to this group of beginning teachers. This is despite New Zealand having a mandated requirement for support and the Ministry of Education providing funding for such support. The New Zealand Teachers Council's (2010) research has revealed considerable disparity in the quality of induction programmes provided for PRTs, and a lack of training for mentors, so has commissioned several projects to improve induction practices. This study also revealed that those beginning teachers with effective induction support were the most successful at managing the students' behaviour and did not experience falling efficacy. Further research needs to occur to determine if the relationship between induction support and these phenomena is more

widespread. It also suggests that school management attitudes to beginning teachers need to be investigated.

Recommendation 5: That the New Zealand Teachers Council, as the body charged with providing professional leadership in teaching, takes more responsibility in ensuring induction support for beginning teachers; and that the importance of receiving, and being pro-active in demanding, induction support is fully emphasised to the student teachers during the ITE programme. There is considerable evidence that effective induction support is essential for beginning teachers to thrive.

## Chapter 6

### Conclusion

Teacher education is complex and demanding and research in the field of teacher education is relatively new and in some respects limited. Research into distance learning, particularly that delivered online, is also new and emerging and neither of these fields have an agreed best pedagogy. However, a key goal of any ITE programme is to produce quality teachers. This thesis reports on the experience of recent graduates from an online learning, secondary teacher education programme at Victoria University of Wellington. It examined the first six months of beginning teaching of these graduates in order to ascertain to what extent the online programme meets the needs of beginning teachers.

This research began with one overarching question:

- In what ways does an online course of study prepare student teachers for the reality of a face-to-face occupation and the classroom?

with the aim of:

- discovering if beginning secondary teachers who complete all their pre-service teacher education in the online medium perceive they are suitably prepared to teach in a face-to-face classroom.
- discovering in what ways the online teacher education programme prepares the beginning secondary teachers for the classroom.
- making recommendations to assist the learning of the online students.

To answer these questions a qualitative research design within a constructivist paradigm was used. As this study tracked nine online student teachers into their first position as a beginning secondary teacher a multiple case study was chosen as the methodology. Data were gathered from two surveys containing both open-ended and closed questions and a face-to-face interview with the participants. The data were analysed through stringent manual content analysis, in which inductive coding and sorting were used in order to allow themes and conclusions to emerge from the data.

The first research question was concerned with discovering if beginning secondary teachers who complete all their pre-service teacher education in the online medium perceive they are suitably prepared to teach in a face-to-face classroom. The participants in this study had high regard for their ITE and generally felt confident about their capabilities. A particular strength of the programme was the diversity and quality of the content offered.

However, they began their careers in a variety of contexts and some perceived that ITE could not prepare them for all of the situations they encountered, particularly extreme student behaviour. While the initial questions guided the research, additional findings emerged particularly in relation to beginning teaching. The participants encountered a range of beginning teacher support and induction and those with the least induction support reported struggling the most with managing the students' behaviour. This study found that, contrary to other beliefs, difficulty with managing student behaviour was not related to the decile rating of the school, but rather to the amount of induction support the beginning teacher received.

This study has found that beginning teachers who complete all their pre-service teacher education in the online medium generally perceived that they were suitably prepared to teach in face-to-face classrooms but there were specific situations and contexts for which they felt unprepared.

The second question sought to discover the ways in which the online teacher education programme prepared them for the classroom. In terms of content, the strengths were planning and preparation, strategies and routines, and professionalism. Learning in the online mode had additional benefits such as developing ICT skills, time management, research skills, self-discipline, organisational skills, resourcefulness, and independence.

The participants were generally favourable towards their ITE programme but they found some aspects of the programme lacking. While they praised the content of the programme and the flexibility of learning online, they did find studying this way lacked collegiality. They were also concerned that learning online deprived them of



seeing certain teaching skills and feared that this lack of modelling of these skills had an impact on their using them.

The final aim of the study was to make recommendations to assist the learning of online students. The major recommendation in relation to the online courses is for lecturers to actively develop a learning community. In New Zealand this should be a culturally appropriate community which recognises Māori education values and encourages participation by Māori learners. The question is no longer should we teach online but *how* (Moore, 2007). The participants in this study would favour more connections rather than merely content delivery. As teacher educators, it would seem modelling constructivist and connectivist approaches would be essential.

A secondary recommendation to improve the online course is that all courses have a level of consistency and simplicity to avoid confusion.

The final, but perhaps most pressing recommendation is not just related to online ITE graduates. A lack of beginning teacher induction was reported by the participants. It is recommended that there is an urgent need for this to occur. But the question is how? It is already mandated, but not occurring. The recommendation is that the New Zealand Teachers Council takes responsibility for ensuring mandatory induction requirements are met. This is the body which has data on beginning teachers' employment location and it is their role to provide professional leadership for teachers that contributes to safe and high quality classroom environments for children and other learners (New Zealand Teachers Council, 2010). Adopting a philosophy that recognises beginning teachers as taonga (treasures) would be a fruitful professional outcome.

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# Appendices

## Appendix 1: Survey 1 – Letter to participants

VICTORIA UNIVERSITY OF WELLINGTON  
*Te Whare Wānanga o te Ūpoko o te Ika a Māui*



### Survey 1

Dear participant

This survey is the basis of the data collection for my research project investigating beginning secondary teachers who have completed their initial teacher education in the online mode.

Although the survey asks for your name and school this information will be kept strictly confidential and is only required in order to track participants for further follow-up during the research process.

Thank-you for your participation.

The survey is in three parts:

**Part A: Demographic Information**

**Part B: Self assessment of teaching competence**

**Part C: The major challenges**

Please complete all parts

#### **Part A: Demographic Information**

**Name:** \_\_\_\_\_

**School:** \_\_\_\_\_

**Subjects and Level(s) you are teaching:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Gender:** \_\_\_\_\_

**Date of Birth:** \_\_\_\_\_

## Part B: Self assessment of teaching competence

Please rate your self according to the following criteria. These are the criteria which have been used by Associate Teachers and Visiting Lecturers to assess you while on Teaching Experiences.

Use of Criteria:

**Strong should be circled if you think you are working beyond a competent level for all of the listed criteria in a section.**

**Competent should be circled if you think you demonstrate competence in most or all of the listed criteria in a section.**

**Further development required should be circled if you think you are working below the competent level in most or all of the listed criteria.**

**Urgent attention required should be circled if you have serious concerns about your performance.**

### Criteria

Competent	Strong
<b>Planning And Preparation</b>	
<ul style="list-style-type: none"> <li>Lesson plan shows links between learning outcomes and learning activities; links to the unit of work; links to the curriculum document</li> <li>Lesson has a clear purpose and is at a level appropriate for the class</li> <li>Resources are appropriate and organised</li> </ul>	<ul style="list-style-type: none"> <li>Competent plus:</li> <li>All links are clearly evident including reference to past and future lessons</li> <li>Lesson objectives are clearly stated to the students</li> <li>The resources appeal to and engage the students in their learning</li> </ul>
<b>Curriculum and Subject Knowledge</b>	
<ul style="list-style-type: none"> <li>Knows the subject content</li> <li>Is able to link subject knowledge to curriculum requirements</li> <li>Identifies important/ key aspects of content</li> <li>Content delivery is at an appropriate level for the students</li> </ul>	<ul style="list-style-type: none"> <li>Competent plus:</li> <li>Knows the subject well and links to curriculum clearly established and emphasised appropriately for students</li> <li>Shows clear understanding of the content appropriate to each level of the curriculum</li> </ul>
<b>Teaching Strategies and Routines (including group work)</b>	
<ul style="list-style-type: none"> <li>Motivate and involve students most of the lesson</li> <li>Lesson has a clear and ordered beginning</li> <li>Good classroom routines evident and transitions between activities in lessons are managed appropriately with good structure and pace</li> <li>Lesson concludes appropriately and room left in a neat and tidy condition</li> <li>Writing on white/ blackboard and OHTs is clear, relevant and readable from all parts of the classroom</li> <li>Students show they know what is expected of them in this classroom/ lesson</li> <li>Uses group work where appropriate in teaching, with each group member aware of their tasks and responsibilities and groups mostly achieve their tasks within given timeframe</li> <li>The teacher provides assistance to each group according to needs</li> </ul>	<ul style="list-style-type: none"> <li>Competent plus:</li> <li>A wide range of appropriate teaching strategies successfully motivate and involve students throughout</li> <li>Lesson starts effectively and engages students immediately</li> <li>Well established classroom routines are maintained throughout with effective transitions between activities and effective pace and structure of the lesson for students</li> <li>Clear ending to the lesson and procedures for leaving the classroom</li> <li>White/ blackboard, OHTs and resources/ handouts engage and interest the students to effectively enhance learning</li> <li>Students clearly demonstrate they know what the teacher expects of them</li> <li>Seeks opportunities to use group work to enhance student learning and ensures each group member is fully aware of the asks and responsibilities</li> <li>Groups work effectively and achieve all their tasks</li> <li>All groups get assistance from teacher as necessary</li> </ul>
<b>Management of and Communication with Students</b>	
<ul style="list-style-type: none"> <li>An effective classroom presence is evident and students' attention gained through use of appropriate strategies</li> <li>Clear, ordered delivery of instructions and expectations</li> <li>Effective strategies used for dealing with disruptive students</li> <li>Shows students respect in the way they are dealt with</li> <li>Relates easily and well to students of all cultures including pronouncing names correctly, offering support and assistance to all students</li> </ul>	<ul style="list-style-type: none"> <li>Competent plus:</li> <li>A commanding classroom presence – clearly showing that they are 'in charge' in their classroom</li> <li>Clear, ordered, precise delivery of instructions and expectations</li> <li>A positive relationship is established with the students that shows mutual respect</li> <li>Student discussion is well facilitated so that all students have the opportunity to contribute</li> <li>Classroom management of student behaviour is accepted by students as firm, fair, consistent and empowering</li> </ul>

Competent	Strong
<ul style="list-style-type: none"> <li>• Student discussion is ably facilitated</li> <li>• Classroom management of students behaviour is seen to be firm, fair and consistent</li> <li>• Off-task behaviour is dealt with appropriately</li> </ul>	
<b>Assessment Practice and Knowledge</b>	
<ul style="list-style-type: none"> <li>• Shows an understanding of assessment through using diagnostic, formative and summative assessment in teaching</li> <li>• Writes and administers appropriate assessment tasks including marking and feedback to students</li> <li>• Is knowledgeable about standards based assessment and NCEA achievement standards</li> <li>• Uses assessment information in future planning</li> <li>• Uses a range of assessment tasks/ techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Competent plus:</li> <li>• Uses different kinds of assessment tasks to check students understanding including both formal and informal methods</li> <li>• Writes appropriate assessment tasks and successfully administers and marks them with good feedback to students</li> <li>• Effectively uses information in future planning</li> <li>• Effectively uses a range of assessment tasks/ techniques</li> </ul>
<b>Questioning Techniques</b>	
<ul style="list-style-type: none"> <li>• Uses a range of questions to test students' understanding</li> <li>• Questions are used for different purposes</li> <li>• Makes appropriate responses to students' answers</li> <li>• Questions are worded clearly and include those that require students to think and problem solve</li> <li>• A process is used to ensure most students are called upon to respond</li> <li>• Written questions are used as well as oral</li> </ul>	<ul style="list-style-type: none"> <li>• Questions effectively test students' understanding and elicit appropriate responses</li> <li>• Highly appropriate questions that require students to think and problem solve are asked with highly suitable responses from teacher</li> <li>• Students immediately understand questions without further need for explanation from the teacher</li> <li>• Opportunities provided for all students to respond to questions</li> </ul>
<b>Awareness of Students' Abilities and Needs</b>	
<ul style="list-style-type: none"> <li>• Knows students' names and pronounces them correctly</li> <li>• Demonstrates in classroom practice that students' cultures and differences are valued</li> <li>• Plans lessons and uses groups to suit the individual needs of most students in mixed ability classes</li> <li>• Does not tolerate racist or sexist behaviour or bullying and takes action to stop it</li> <li>• Praises and encourages students appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Competent plus:</li> <li>• Demonstrates in classroom practice that students' cultures and differences are highly valued</li> <li>• Plans lessons and uses groups to suit the individual needs of all students in mixed ability classes</li> <li>• Is proactive in dealing with students about racist, sexist and bullying behaviours</li> </ul>
<b>Professional Behaviour</b>	
<ul style="list-style-type: none"> <li>• Relates easily and well to colleagues</li> <li>• Accepts constructive criticism and learns from it</li> <li>• Punctual, reliable, responsible</li> <li>• Realistic evaluations</li> <li>• Shows initiative and seeks advice and guidance</li> <li>• Demonstrates appropriate professional behaviour most of the time</li> <li>• Attends staff and department meetings</li> <li>• Endeavours to 'fit in' and become part of the school</li> </ul>	<ul style="list-style-type: none"> <li>• Competent plus:</li> <li>• Establishes positive relationship with colleagues in school</li> <li>• Actively seeks constructive comment and acts on it</li> <li>• Has integrity</li> <li>• Shows a strong desire to improve their performance</li> <li>• Is professional all the time</li> <li>• Makes a contribution to staff and department meetings</li> <li>• Contributes to school in a meaningful way</li> </ul>

Please circle the appropriate category – as to how you rate yourself now.

- Please answer the questions which follow.

<b>1 Planning And Preparation</b>			
Strong	Competent	Further Development Required	Urgent Attention required
My initial teacher education prepared me well for this aspect of teaching			
Strongly agree	Agree	Disagree	Strongly disagree
Comments			
<b>2. Curriculum and Subject Knowledge</b>			
Strong	Competent	Further Development Required	Urgent Attention required
My initial teacher education prepared me well for this aspect of teaching			
Strongly agree	Agree	Disagree	Strongly disagree
Comments			



**3. Teaching Strategies and Routines (including group work)**

Strong      Competent      Further Development Required      Urgent Attention required

My initial teacher education prepared me well for this aspect of teaching

Strongly agree      Agree      Disagree      Strongly disagree

Comments

**4. Management of and Communication with Students**

Strong      Competent      Further Development Required      Urgent Attention required

My initial teacher education prepared me well for this aspect of teaching

Strongly agree      Agree      Disagree      Strongly disagree

Comments

**5. Assessment Practice and Knowledge**

Strong      Competent      Further Development Required      Urgent Attention required

My initial teacher education prepared me well for this aspect of teaching

Strongly agree      Agree      Disagree      Strongly disagree

Comments

**6. Questioning Techniques**

Strong      Competent      Further Development Required      Urgent Attention required

My initial teacher education prepared me well for this aspect of teaching

Strongly agree      Agree      Disagree      Strongly disagree

Comments

**7. Awareness of Students' Abilities and Needs**

Strong      Competent      Further Development Required      Urgent Attention required

My initial teacher education prepared me well for this aspect of teaching

Strongly agree      Agree      Disagree      Strongly disagree

Comments

**8. Professional Behaviour**

Strong      Competent      Further Development Required      Urgent Attention required

My initial teacher education prepared me well for this aspect of teaching

Strongly agree      Agree      Disagree      Strongly disagree

Comments

**Part C: The major successes and challenges**

**9. What are three major successes you achieved in your first weeks of teaching?**

**10. In what ways did your initial teacher education contribute to these successes?**

**11. What are three major challenges you faced in your first weeks of teaching?**

**12. In what ways did your initial teacher education prepare you for these challenges?**

**13. What did you get in your initial teacher education that you most needed in the classroom?**

**12. What do you need in the classroom that you did not get, or get enough of, in initial teacher education?**

**13. Any other comments you would like to make? I would particularly welcome comments on the strengths and weaknesses of the secondary online programme and your preparedness to teach.**

## Appendix 2: Survey 2 – Letter to participants

VICTORIA UNIVERSITY OF WELLINGTON  
*Te Whare Wānanga o te Ūpoko o te Ika a Māui*



### Survey 2

Dear participant

Thank you for continuing to take part in my research project.

This survey is the basis of the data collection for my research project investigating beginning secondary teachers who have completed their initial teacher education in the online mode.

Although the survey asks for your name and school this information will be kept strictly confidential and is only required in order to track participants for further follow-up during the research process.

Anne Yates

The survey is in three parts:

**Part A: Demographic Information**

**Part B: Self assessment of teaching competence**

**Part C: The major challenges**

Please complete all parts

#### **Part A: Demographic Information**

**Name:** \_\_\_\_\_

**School:** \_\_\_\_\_

**Subjects**            **and**            **Level(s)**            **you**            **are**            **teaching:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Gender:** \_\_\_\_\_

**Date of Birth:** \_\_\_\_\_

## Part B: Self assessment of teaching competence

Please rate your self according to the following criteria. These are the criteria which have been used by Associate Teachers and Visiting Lecturers to assess you while on Teaching Experiences.

Use of Criteria:

**Strong should be circled if you think you are working beyond a competent level for all of the listed criteria in a section.**

**Competent should be circled if you think you demonstrate competence in most or all of the listed criteria in a section.**

**Further development required should be circled if you think you are working below the competent level in most or all of the listed criteria.**

**Urgent attention required should be circled if you have serious concerns about your performance.**

### Criteria

Competent	Strong
<b>Planning And Preparation</b>	
<ul style="list-style-type: none"> <li>Lesson plan shows links between learning outcomes and learning activities; links to the unit of work; links to the curriculum document</li> <li>Lesson has a clear purpose and is at a level appropriate for the class</li> <li>Resources are appropriate and organised</li> </ul>	<ul style="list-style-type: none"> <li>Competent plus:</li> <li>All links are clearly evident including reference to past and future lessons</li> <li>Lesson objectives are clearly stated to the students</li> <li>The resources appeal to and engage the students in their learning</li> </ul>
<b>Curriculum and Subject Knowledge</b>	
<ul style="list-style-type: none"> <li>Knows the subject content</li> <li>Is able to link subject knowledge to curriculum requirements</li> <li>Identifies important/ key aspects of content</li> <li>Content delivery is at an appropriate level for the students</li> </ul>	<ul style="list-style-type: none"> <li>Competent plus:</li> <li>Knows the subject well and links to curriculum clearly established and emphasised appropriately for students</li> <li>Shows clear understanding of the content appropriate to each level of the curriculum</li> </ul>
<b>Teaching Strategies and Routines (including group work)</b>	
<ul style="list-style-type: none"> <li>Motivate and involve students most of the lesson</li> <li>Lesson has a clear and ordered beginning</li> <li>Good classroom routines evident and transitions between activities in lessons are managed appropriately with good structure and pace</li> <li>Lesson concludes appropriately and room left in a neat and tidy condition</li> <li>Writing on white/ blackboard and OHTs is clear, relevant and readable from all parts of the classroom</li> <li>Students show they know what is expected of them in this classroom/ lesson</li> <li>Uses group work where appropriate in teaching, with each group member aware of their tasks and responsibilities and groups mostly achieve their tasks within given timeframe</li> <li>The teacher provides assistance to each group according to needs</li> </ul>	<ul style="list-style-type: none"> <li>Competent plus:</li> <li>A wide range of appropriate teaching strategies successfully motivate and involve students throughout</li> <li>Lesson starts effectively and engages students immediately</li> <li>Well established classroom routines are maintained throughout with effective transitions between activities and effective pace and structure of the lesson for students</li> <li>Clear ending to the lesson and procedures for leaving the classroom</li> <li>White/ blackboard, OHTs and resources/ handouts engage and interest the students to effectively enhance learning</li> <li>Students clearly demonstrate they know what the teacher expects of them</li> <li>Seeks opportunities to use group work to enhance student learning and ensures each group member is fully aware of the asks and responsibilities</li> <li>Groups work effectively and achieve all their tasks</li> <li>All groups get assistance from teacher as necessary</li> </ul>
<b>Management of and Communication with Students</b>	
<ul style="list-style-type: none"> <li>An effective classroom presence is evident and students' attention gained through use of appropriate strategies</li> <li>Clear, ordered delivery of instructions and expectations</li> <li>Effective strategies used for dealing with disruptive students</li> <li>Shows students respect in the way they are dealt with</li> <li>Relates easily and well to students of all</li> </ul>	<ul style="list-style-type: none"> <li>Competent plus:</li> <li>A commanding classroom presence – clearly showing that they are 'in charge' in their classroom</li> <li>Clear, ordered, precise delivery of instructions and expectations</li> <li>A positive relationship is established with the students that shows mutual respect</li> <li>Student discussion is well facilitated so that all students have the opportunity to contribute</li> <li>Classroom management of student behaviour is accepted</li> </ul>

<b>Competent</b>	<b>Strong</b>
<p>cultures including pronouncing names correctly, offering support and assistance to all students</p> <ul style="list-style-type: none"> <li>• Student discussion is ably facilitated</li> <li>• Classroom management of students behaviour is seen to be firm, fair and consistent</li> <li>• Off-task behaviour is dealt with appropriately</li> </ul>	<p>by students as firm, fair, consistent and empowering</p>
<b>Assessment Practice and Knowledge</b>	
<ul style="list-style-type: none"> <li>• Shows an understanding of assessment through using diagnostic, formative and summative assessment in teaching</li> <li>• Writes and administers appropriate assessment tasks including marking and feedback to students</li> <li>• Is knowledgeable about standards based assessment and NCEA achievement standards</li> <li>• Uses assessment information in future planning</li> <li>• Uses a range of assessment tasks/ techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Competent plus:</li> <li>• Uses different kinds of assessment tasks to check students understanding including both formal and informal methods</li> <li>• Writes appropriate assessment tasks and successfully administers and marks them with good feedback to students</li> <li>• Effectively uses information in future planning</li> <li>• Effectively uses a range of assessment tasks/ techniques</li> </ul>
<b>Questioning Techniques</b>	
<ul style="list-style-type: none"> <li>• Uses a range of questions to test students' understanding</li> <li>• Questions are used for different purposes</li> <li>• Makes appropriate responses to students' answers</li> <li>• Questions are worded clearly and include those that require students to think and problem solve</li> <li>• A process is used to ensure most students are called upon to respond</li> <li>• Written questions are used as well as oral</li> </ul>	<ul style="list-style-type: none"> <li>• Questions effectively test students' understanding and elicit appropriate responses</li> <li>• Highly appropriate questions that require students to think and problem solve are asked with highly suitable responses from teacher</li> <li>• Students immediately understand questions without further need for explanation from the teacher</li> <li>• Opportunities provided for all students to respond to questions</li> </ul>
<b>Awareness of Students' Abilities and Needs</b>	
<ul style="list-style-type: none"> <li>• Knows students' names and pronounces them correctly</li> <li>• Demonstrates in classroom practice that students' cultures and differences are valued</li> <li>• Plans lessons and uses groups to suit the individual needs of most students in mixed ability classes</li> <li>• Does not tolerate racist or sexist behaviour or bullying and takes action to stop it</li> <li>• Praises and encourages students appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Competent plus:</li> <li>• Demonstrates in classroom practice that students' cultures and differences are highly valued</li> <li>• Plans lessons and uses groups to suit the individual needs of all students in mixed ability classes</li> <li>• Is proactive in dealing with students about racist, sexist and bullying behaviours</li> </ul>
<b>Professional Behaviour</b>	
<ul style="list-style-type: none"> <li>• Relates easily and well to colleagues</li> <li>• Accepts constructive criticism and learns from it</li> <li>• Punctual, reliable, responsible</li> <li>• Realistic evaluations</li> <li>• Shows initiative and seeks advice and guidance</li> <li>• Demonstrates appropriate professional behaviour most of the time</li> <li>• Attends staff and department meetings</li> <li>• Endeavours to 'fit in' and become part of the school</li> </ul>	<ul style="list-style-type: none"> <li>• Competent plus:</li> <li>• Establishes positive relationship with colleagues in school</li> <li>• Actively seeks constructive comment and acts on it</li> <li>• Has integrity</li> <li>• Shows a strong desire to improve their performance</li> <li>• Is professional all the time</li> <li>• Makes a contribution to staff and department meetings</li> <li>• Contributes to school in a meaningful way</li> </ul>

- Please circle the appropriate category.

- Please answer the questions which follow.

**1 Planning And Preparation**

Strong      Competent      Further Development Required      Urgent Attention required

My initial teacher education prepared me well for this aspect of teaching

Strongly agree      Agree      Disagree      Strongly disagree

Comments

**2. Curriculum and Subject Knowledge**

Strong      Competent      Further Development Required      Urgent Attention required

My initial teacher education prepared me well for this aspect of teaching

Strongly agree      Agree      Disagree      Strongly disagree

Comments

**3. Teaching Strategies and Routines (including group work)**

Strong      Competent      Further Development Required      Urgent Attention required

My initial teacher education prepared me well for this aspect of teaching

Strongly agree      Agree      Disagree      Strongly disagree

Comments

**4. Management of and Communication with Students**

Strong      Competent      Further Development Required      Urgent Attention required

My initial teacher education prepared me well for this aspect of teaching

Strongly agree      Agree      Disagree      Strongly disagree

Comments

**5. Assessment Practice and Knowledge**

Strong      Competent      Further Development Required      Urgent Attention required

My initial teacher education prepared me well for this aspect of teaching

Strongly agree      Agree      Disagree      Strongly disagree

Comments

**6. Questioning Techniques**

Strong      Competent      Further Development Required      Urgent Attention required

My initial teacher education prepared me well for this aspect of teaching

Strongly agree      Agree      Disagree      Strongly disagree

Comments

**7. Awareness of Students' Abilities and Needs**

Strong      Competent      Further Development Required      Urgent Attention required

My initial teacher education prepared me well for this aspect of teaching

Strongly agree      Agree      Disagree      Strongly disagree

Comments

**8. Professional Behaviour**

Strong      Competent      Further Development Required      Urgent Attention required

My initial teacher education prepared me well for this aspect of teaching

Strongly agree      Agree      Disagree      Strongly disagree

Comments

**Part C: The major challenges**

**9. What are the three major challenges you are facing now that you are three months into your first teaching position?**

**10. In what ways did your initial teacher education prepare you for these challenges?**



**11. What did you get in your initial teacher education that you most need in the classroom?**

**12. What do you need in the classroom that you did not get, or get enough of, in initial teacher education?**

**13. Any other comments you would like to make? I would particularly welcome comments on the strengths and weaknesses of the secondary online programme and your preparedness to teach and how these thoughts may have changed over the first few months of your teaching career.**

### Appendix 3: General procedures for the interviews

All interviews will be approximately one-hour in duration, with no more than five primary questions/topics to be covered in the interview. Interviews will be conducted by the researcher at a location convenient to the participant. The interview will proceed as follows:

1. Welcome the participant and thank him/her for being continuing to be part of the research.
2. Researcher will emphasise that the interviewee can withdraw at any time from participation if he/she wishes and does not have to answer all questions asked.
3. Indicate that the interview will be recorded, but the interviewee has the right to have the recorder switched off at any time.
4. Tell participant that a transcribed copy of the interview will be sent to participant for member checking.
5. If participant is reluctant to go ahead with a tape recorded interview, notes as close to verbatim as possible will be taken. Once the interviewee has responded to the question, the Interviewer will read out the list of comments, providing opportunity for corrections or additions to the list. The same process is repeated for each question until all questions have been addressed and summarised.
6. Proceed to the first question, to be read out the Interviewer.
7. Once all questions are completed and no later than one hour after the start of the interview, the researcher will thank the participant and asks if there are any final issues missed. The researcher reaffirms the importance of this input into the research and indicates that a copy of the study findings will be available to participants at the conclusion of the research. Email address and telephone contact number will be provided to participants should they have questions later.
8. Interviews will be transcribed by the researcher.
9. The transcribed interviews will be recorded verbatim into a Word File, which can then be analysed.

#### Interview Schedule

Now that you have been teaching for 6 months:

1. What aspects of your teaching practice do you think your initial teacher education prepared you well for?

Prompts: Planning and preparation, curriculum and subject knowledge, using a range of teaching strategies, managing students, assessment, questioning, awareness of student's needs and abilities, professionalism.

2. What aspects of your teaching practice do you think your initial teacher education did not prepare you well for?

Prompts: Planning and preparation, curriculum and subject knowledge, using a range of teaching strategies, managing students, assessment, questioning, awareness of student's needs and abilities, professionalism.

3. What contributions have you been able to make to the school where you are employed?
4. What benefits did you receive through studying the Diploma of Teaching online?
5. What disadvantages were there from studying the Diploma of Teaching online?
6. If you could make changes to the online programme – what would they be?
7. If the online programme had not been available would you still have trained as a teacher?
8. How would you describe the school you are teaching in terms of students and decile?

Eg considered easy/hard to teach in, easy/hard to staff

9. Describe the support and PD you have had as a beginning teacher.
10. Do you think graduating at mid-year had an effect on any of this?

## Appendix 4: Letter to participants

VICTORIA UNIVERSITY OF WELLINGTON  
*Te Whare Wānanga o te Ūpoko o te Ika a Māui*



Anne Yates  
College of Education  
Victoria University of Wellington  
PO Box 17-310  
Karori  
Wellington

1 September 2007

Dear

Hope all is going well with the start of your teaching career. You indicated to me earlier that you would be willing to take part in some research for my Masters thesis. I now have all the official approvals to start on this. I really hope you can still find the time to take part. It shouldn't be too onerous on your time.

Enclosed is:

1. A participant information sheet
2. A participant consent form
3. A principal information sheet
4. A principal consent form
5. The first survey I would like you to fill out

I will also email all this information to: .....should you wish to complete the survey electronically.

Ethics require that I ask you to complete a consent form and also that the Principal of your school agrees to your participation in the research. You can assure your principal that all participation is strictly confidential and their school will not be identified in any way. Can you please pass the Principal Information and Consent forms to your principal for completion? If they have any concerns they can contact me on the numbers provided. If you prefer I can contact the principal directly – just let me know.

You can return all the completed forms together in the envelope provided. You can email me the survey at [anne.yates@vuw.c.nz](mailto:anne.yates@vuw.c.nz), but I need hard copies of the consents with signatures. Ideally I'd like these back by the end of September or sooner if you prefer.

Once again thanks for agreeing to take part, but if you decide you no longer wish to do this you are free to withdraw.

Kind regards

## Appendix 5: Participant information sheet

VICTORIA UNIVERSITY OF WELLINGTON

*Te Whare Wānanga o te Ūpoko o te Ika a Māui*



### **A study of beginning secondary teachers who have studied in the online mode**

#### **Participant Information Sheet**

Researcher: **Anne Yates:** School Primary and Secondary Teacher Education,  
College of Education, Victoria University of Wellington

I am a Masters student in Education at Victoria University of Wellington. As part of this degree I am undertaking a research project leading to a thesis. The project I am undertaking is to track, for six months, some online students into their first teaching position as beginning teachers. The University requires that ethics approval be obtained for research involving human participants.

#### **Participant Recruitment**

I am inviting former online students to participate in this study. Participants will be asked to rate themselves against the Teaching Experience 3 forms twice - once after about a month and again after about three months and to answer some open ended questions about the major challenges they faced and their preparedness for the job of a beginning teacher. I will then carry out some face-to-face interviews near the end of the first six months teaching.

#### **Data Collection Procedures**

The survey will take about half an hour to complete and can be returned to me via email or the post. Stamped addressed envelopes will be supplied. The face-to-face interviews will be recorded and transcribed. The responses collected will form the basis of my research project and will be put into a written report on an anonymous basis with pseudonyms used. It will not be possible for you to be identified personally. Nor will it be possible for the school at which you are employed to be identified. All material collected will be kept confidential and secure. Only my supervisor, Dr Catherine Savage, and I will see your responses. The thesis will be submitted for marking to the School of Education Studies and deposited in the University Library. It is intended that one or more articles will be submitted for publication in scholarly journals. All material will be stored either on my password protected computer or in locked files. Responses will be destroyed three years after the end of the project.

#### **Participant rights**

Should any participants feel the need to withdraw from the project, they may do so without question at any time before the data is analysed. Just let me know at the time. You also have the right to:

- Decline to answer any particular questions
- Ask any questions about the study at any time
- Concur with my representations of your descriptions
- Have the tape recorder switched off at any time during the interviews.

#### **Project contacts**

If you have any questions or would like to receive any further information, please contact:

<b>Researcher</b>	<b>Supervisor</b>
<b>Anne Yates</b> Senior Lecturer School of Primary and Secondary Teacher Education. Victoria University of Wellington anne.yates@vuw.ac.nz 04 4639744      027 5639744	<b>Dr Catherine Savage</b> Senior Lecturer School of Primary and Secondary Teacher Education. Victoria University of Wellington catherine.savage@vuw.ac.nz 04 463 9634

## Appendix 6: Consent form

VICTORIA UNIVERSITY OF WELLINGTON  
*Te Whare Wānanga o te Ūpoko o te Ika a Māui*



### CONSENT TO PARTICIPATION IN RESEARCH

Title of project: A study of beginning secondary teachers who have studied in the online mode

Dear Former Student

My name is Anne Yates and I am carrying out a research project on beginning secondary teachers who have completed their initial teacher education in the online mode. I have included the details of this project in the information sheet.

I would appreciate your participation in this research. This will involve completing two surveys on your perceptions of your preparedness to teach and possibly a face-to-face interview. Not all participants will be required for this interview.

I would/would not like to participate.

If you do consent to participate please read and complete the following.

I have been given and have understood an explanation of this research project. I have had an opportunity to ask questions and have them answered to my satisfaction. I understand that I may withdraw myself (or any information I have provided) from this project (before data collection and analysis is complete) without having to give reasons.

I understand that any information I provide will be kept confidential to the researcher, the supervisor and the person who transcribes the tape recordings of our interview, the published results will not use my name, and that no opinions will be attributed to me in any way that will identify me.

I would like the tape recordings of my interview returned to me at the conclusion of the project.

I understand that I will have an opportunity to check the transcripts of the interview before publication.

I understand that the data I provide will not be used for any other purpose or released to others without my written consent.

I would like to receive a summary of the results of this research when it is completed.

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix 7: Principal information sheet

VICTORIA UNIVERSITY OF WELLINGTON

*Te Whare Wānanga o te Ūpoko o te Ika a Māui*



### A study of beginning secondary teachers who have studied in the online mode

#### Principal Information Sheet

Researcher: **Anne Yates:** School Primary and Secondary Teacher Education,  
College of Education, Victoria University of Wellington

I am a Masters student in Education at Victoria University of Wellington and the Associate Director of the Secondary Online programme at Victoria University College of Education. As part of this degree I am undertaking a research project leading to a thesis. The project is to track, for six months, some online students into their first teaching position as beginning teachers. The University requires that ethics approval be obtained for research involving human participants.

#### Participant Recruitment

I have invited former online students to participate in this study and a beginning teacher at your school has volunteered to take part. Participants will be asked to rate themselves against our Teaching Experience 3 forms twice - once after about month and again after about three months and to answer some open ended questions about the successes they achieved, the challenges they faced and their preparedness for the job of a beginning teacher. I will then carry out some face-to-face interviews near the end of the first six months teaching.

#### Data Collection Procedures

None of this will be onerous in terms of time commitment. The survey will take about half an hour to complete and the face-to-face interviews about an hour. The responses collected will form the basis of my research project and will be put into a written report on an anonymous basis with pseudonyms used. It will not be possible for the beginning to be identified personally, nor will it be possible for the school at which they are employed to be identified. All material collected will be kept confidential and secure. Only my supervisor, Dr Catherine Savage, and I will see the responses. The thesis will be submitted for marking to the School of Education Studies and deposited in the University Library. It is intended that one or more articles will be submitted for publication in scholarly journals. All material will be stored either on my password protected computer or in locked files. Responses will be destroyed three years after the end of the project.

#### Participant rights

Should any participants feel the need to withdraw from the project, they may do so without question at any time before the data is analysed. They also have the right to:

- Decline to answer any particular questions
- Ask any questions about the study at any time
- Concur with my representations of their descriptions
- Have the tape recorder switched off at any time during the interviews.

#### Project contacts

If you have any questions or would like to receive any further information, please contact:

Researcher	Supervisor
<b>Anne Yates</b> Senior Lecturer School of Primary and Secondary Teacher Education. Victoria University of Wellington anne.yates@vuw.ac.nz 04 4639744	<b>Dr Catherine Savage</b> Senior Lecturer School of Primary and Secondary Teacher Education. Victoria University of Wellington catherine.savage@vuw.ac.nz 04 463 9634

## Appendix 8: Principal consent

VICTORIA UNIVERSITY OF WELLINGTON  
*Te Whare Wānanga o te Ūpoko o te Ika a Māui*



### CONSENT TO PARTICIPATION IN RESEARCH

Title of project: A study of beginning secondary teachers who have studied in the online mode

Dear Principal

My name is Anne Yates and I am carrying out a research project on beginning secondary teachers who have completed their initial teacher education in the online mode. I have included the details of this project in the information sheet.

I would appreciate your consent for the participation of ..... in this research.

I consent to .....’s participation.

If you do consent to participate please read and complete the following.

I have been given and have understood an explanation of this research project. I have had an opportunity to ask questions and have them answered to my satisfaction

I understand that any information provided will be kept confidential to the researcher, the supervisor and the person who transcribes the tape recordings of our interview, the published results will not use the participant’s nor the school’s name, and that no opinions will be attributed in any way that will identify the participant or their school.

I would like to receive a summary of the results of this research when it is completed.

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_



## Appendix 9: Initial coding of interviews

Rank	Themes and paraphrases	Number of comments	%
<b>1</b>	<b>I am using NCEA assessment</b>	<b>4</b>	<b>.96</b>
	I helped an experienced teacher to fix up an assessment to pass moderation.	1	
	I'd been doing the summative assessment (NCEA) all along, but now I know about formative and diagnostic	1	
	We choose whether the students do AS or US – it depends on what they can do	2	
<b>2</b>	<b>I need to know more about NCEA</b>	<b>4</b>	<b>.96</b>
	I didn't know I couldn't award standards to Yr 10	1	
	I've still really got no idea how NCEA fits together – like how to choose whether to do internals or externals	1	
	We looked at how to unpack a standard, but not how to establish a programme	1	
	I'm completely lost over why they choose to do US instead of AS	1	
<b>3</b>	<b>Managing student behaviour is challenging</b>	<b>16</b>	<b>3.8</b>
	I find it challenging managing the students who just don't want to do anything	12	
	TE didn't prepare me for anything this bad in terms of student behaviour	2	
	It's frustrating that you try strategies but they just don't work	2	
<b>4</b>	<b>Students can be abusive and refuse to follow instructions</b>	<b>17</b>	<b>4.0</b>
	I felt ill equipped to deal with rude and abusive students	8	
	I've been verbally abused	3	
	It's a battle zone	2	
	Some students are dangerous – one splashed another with acid	1	
	I really didn't know what to do when it all turns to custard	1	
	Some students refuse to go to the withdrawal room	2	
<b>5</b>	<b>I've had to use my mobile to call for help</b>	<b>1</b>	<b>.24</b>
<b>6</b>	<b>The school has referral and withdrawal systems</b>	<b>7</b>	<b>1.7</b>
	You can displace them to a withdrawal room	3	
	The school has a referral system	2	
	After being withdrawn from my for three days the girls behaviour improved	1	
	The HOD took some students into his room	1	
<b>7</b>	<b>I run detentions</b>	<b>2</b>	<b>.48</b>
<b>8</b>	<b>The school calls the parents in</b>	<b>2</b>	<b>.48</b>
<b>9</b>	<b>Other staff members come into your room</b>	<b>6</b>	<b>1.44</b>
	The HOD will come into my room and you can hear a pin drop, but it doesn't stay that way when he leaves	1	
	The students get confused – they were meant to be talking but go silent when he comes in	1	
	Deans and other teachers come into the room to make them behave	2	
	It makes me feel worse that they comply with other teachers, but not me	2	
<b>10</b>	<b>The school helps you deal with student behaviour</b>	<b>2</b>	<b>.48</b>
	If there are things you can't deal with there are systems in place	1	
	I work with the other teachers and talk about it	1	

Rank	Themes and paraphrases	Number of comments	%
<b>11</b>	<b>I use the systems but nothing happens</b>	<b>5</b>	<b>1.2</b>
	I assumed that someone was taking note of the number of slips I was writing on particular students	3	
	The students don't care about detentions – they just don't show up	1	
	The get exits from class and nothing happens – they just come back with no improvement	2	
<b>12</b>	<b>I've really had to demand support for behaviour management</b>	<b>2</b>	<b>.48</b>
<b>13</b>	<b>The students are behaving better for me now</b>	<b>8</b>	<b>1.92</b>
	I used the referral system at the start, but don't need to now	1	
	My strategies change all the time	1	
	The class is much better than it was two weeks ago	1	
	I've realised I need to manage the students the way they are – not try and change them	1	
	It's been tough but it's shaped my behaviour management skills	1	
	There has definitely been an improvement	1	
	I've stuck with my routines and they've settled down now	1	
	We renegotiated the class rules – that was important to them	1	
<b>14</b>	<b>I've tried and I'm not giving up</b>	<b>4</b>	<b>.96</b>
	I've had some successes but wouldn't say I've been successful overall	1	
	I'm still working on it – I'm not giving up	3	
<b>15</b>	<b>There is inconsistent application of the school rules among the staff</b>	<b>4</b>	<b>.96</b>
<b>16</b>	<b>Lack of behaviour management affects what I do in the classroom</b>	<b>6</b>	<b>1.44</b>
	I've sunk so low as to make them copy of the textbook	1	
	We can't do practicals until they behave in a safe manner	1	
	I've tried to do group work but they just argued about which group they would be in	1	
	We can't do interesting things because they won't follow instructions	3	
<b>17</b>	<b>I was appointed to an LTR job</b>	<b>4</b>	<b>.96</b>
<b>18</b>	<b>I'm looking for a new job for next year</b>	<b>8</b>	<b>1.92</b>
	I'm looking for a new job for next year	2	
	The school is supporting me to find a new job as the LTR was originally until May 2008, but is now going to finish at the end of the year	1	
	I have no time to look for a new job yet	1	
	I can't imagine being able to take time off school to go for interviews	1	
	The school has made it clear there is no vacancy for me here next year	3	
<b>19</b>	<b>I have found a new job for next year</b>	<b>1</b>	<b>.24</b>
<b>20</b>	<b>I have a permanent appointment</b>	<b>3</b>	<b>.72</b>
<b>21</b>	<b>I have doubts about teaching</b>	<b>6</b>	<b>1.44</b>
	I have reflected on remaining in teaching – but not moving out of it yet	2	
	If I was younger, less mature, I could well have left	1	
	I'm looking for a better school to work in	1	
	I'm not teaching my preferred subject	1	
	Teaching is not my true calling	1	
<b>22</b>	<b>I've never worked so hard</b>	<b>3</b>	<b>.72</b>

Rank	Themes and paraphrases	Number of comments	%
	I wasn't prepared for the amount of time I have to invest in teaching	2	
	I have never worked so hard for so little money	1	
<b>23</b>	<b>I love my job</b>	<b>1</b>	<b>.24</b>
<b>24</b>	<b>I enjoy what I do</b>	<b>1</b>	<b>.24</b>
<b>25</b>	<b>I do extra curricula activities</b>	<b>15</b>	<b>3.6</b>
	I do playground duty	1	
	I supervised school disco	1	
	I've been terrible with extra curricula	1	
	I belong to enviro group	1	
	I do kapahaka in school	3	
	Helped out at school sports days and house competitions	1	
	I was prepared to go on school tramp – but didn't work out	1	
	I've taken the students on a trip to Canada	2	
	I've done lots of competitions and festivals	2	
	I've taken kids on school camp	2	
<b>26</b>	<b>I'm not prepared to do extra curricula because I'm teaching a full load</b>	<b>1</b>	<b>.24</b>
<b>27</b>	<b>I make other contributions to the school</b>	<b>6</b>	
	I helped write school haka	1	
	Have shared resources with other teachers	2	
	Have shared ICT skills	2	
	I've been able to share previous work experience with my teaching colleagues (microscope use)	1	
<b>28</b>	<b>Actually I've done less than I thought</b>	<b>1</b>	<b>.24</b>
<b>29</b>	<b>I contribute to wider school community</b>	<b>2</b>	<b>.48</b>
	I'm the secretary of Māori teachers association	1	
	I'm the treasurer of Māori teachers association	1	
<b>30</b>	<b>I do pastoral care</b>	<b>4</b>	<b>.96</b>
	Do pastoral care – look after home base kids	1	
	Pastoral care – didn't realise how much time it would take	1	
	The kids come in here at lunchtime	1	
	I can see they need strong role models	1	
<b>31</b>	<b>I'm harder on my Māori kids</b>	<b>1</b>	<b>.24</b>
<b>32</b>	<b>I learnt how the curriculum works</b>	<b>1</b>	<b>.24</b>
<b>33</b>	<b>I learnt about scaffolding</b>	<b>5</b>	<b>1.2</b>
	I know what scaffolding means	1	
	I can see how the course scaffolded me and I can do that now	1	
	I chose scaffolded instruction to do as an assignment	1	
	Things like scaffolded questioning and instruction were useful	1	
	I've shared stuff about scaffolded learning at dept PD meetings	1	
<b>34</b>	<b>There was useful stuff on behaviour management</b>	<b>4</b>	<b>.96</b>
	The course had useful material on classroom management ideas and theory	1	
	It gave me an awareness of what to accept in terms of behaviour	1	
	The behaviour management strategies were good	1	
	I've used some of the approaches we discussed in relation to different behaviour scenarios	1	
<b>35</b>	<b>The course had useful material and resources</b>	<b>9</b>	<b>2.1</b>
	I like the hyperlinks to other material	1	
	The course readings were relevant	1	
	All of the material was useful	2	

Rank	Themes and paraphrases	Number of comments	%
	The course gave me an awareness of most aspects of teaching	1	
	The Language and Literacy course has been very useful	1	
	We got everything we needed	3	
<b>36</b>	<b>The information on diversity was good</b>	<b>3</b>	<b>.72</b>
	The material on diversity has made me realise the kids are all different	1	
	Differentiation was useful	2	
<b>37</b>	<b>It gave you the theory</b>	<b>2</b>	<b>.48</b>
	The course put the theory behind the practice	1	
	The course had some psychology that was useful	1	
<b>38</b>	<b>The work on planning has been really valuable</b>	<b>14</b>	<b>3.3</b>
	Doing the unit planning is really valuable	4	
	The lesson planning was useful	3	
	I've shared the planning templates with others in my school	2	
	I clearly understanding what LOs are	3	
	The importance of sharing LOs with the students was emphasised	3	
	I feel well prepared in terms of how to deliver a lesson	1	
<b>39</b>	<b>I haven't used all of the course material</b>	<b>6</b>	<b>1.44</b>
	I don't really use the material from the Language and Literacy course	2	
	I didn't always read all of the course material	2	
<b>40</b>	<b>I needed more content knowledge</b>	<b>1</b>	<b>.24</b>
<b>41</b>	<b>We needed more on teaching strategies</b>	<b>6</b>	<b>1.44</b>
	More on science practicals is needed – which practicals to use for which content	3	
	We need to know about basic strategies, like matching terms and criss cross	1	
	More on activities to make it interesting for the kids	1	
	Even things like cloze activities – I had no idea about these.	1	
<b>42</b>	<b>I still need to know more about teaching mixed ability classes</b>	<b>6</b>	<b>1.44</b>
	We needed more focus on how to identify student abilities	2	
	I don't know what to do with the range of ability I have in my classes	2	
	I try to differentiate the work, but the students don't want to be differentiated	1	
	I have kids who are doing poorly, but I don't know why	1	
<b>43</b>	<b>I need to develop questioning</b>	<b>4</b>	<b>.96</b>
	I still tend to answer my own questions	1	
	I find that I ask yes/no questions	1	
	I would like to be able to facilitate discussions better	2	
<b>44</b>	<b>The creative thinking paper was really hard</b>	<b>1</b>	<b>.24</b>
<b>45</b>	<b>The course can't prepare you for everything</b>	<b>2</b>	<b>.48</b>
	Holding motivation til the end – I don't know if you can be prepared for that	1	
	The course gives you an awareness, but the reality is different	1	
<b>46</b>	<b>The course workload was about right</b>	<b>1</b>	<b>.24</b>
<b>47</b>	<b>The course workload was too heavy</b>	<b>2</b>	<b>.48</b>
<b>48</b>	<b>The residency is valuable</b>	<b>3</b>	<b>.72</b>
	I really enjoyed the residency part of the course	2	
	It was probably the best part	1	

Rank	Themes and paraphrases	Number of comments	%
<b>49</b>	<b>I learnt a lot of strategies on TE</b>	<b>3</b>	<b>.72</b>
	It was useful to implement the behaviour management strategies on TE	2	
	I learnt teaching strategies on TE	1	
<b>50</b>	<b>TE was the most useful part</b>	<b>1</b>	<b>.24</b>
<b>51</b>	<b>I needed more support on TE</b>	<b>2</b>	
	Some of my associates on TE weren't supportive	1	<b>.48</b>
	I had a really hard time on TE1	1	
<b>52</b>	<b>Access to the lecturers varied</b>	<b>3</b>	<b>.72</b>
	We had good access to the lecturers	1	
	Some were harder to contact than others	1	
	I had trouble contacting one lecturer	1	
<b>53</b>	<b>I have a job in a Kura Kaupapa and need to know more about TE Ahu Matua</b>	<b>8</b>	<b>1.92</b>
	We didn't learn about the Māori curriculum documents	2	
	We needed to know more about Te Ahu Matua	2	
	We would have liked more Māori kaupapa in the course	2	
	The Māori paper could have been more intense	2	
<b>54</b>	<b>The course still prepared me well to work in a kura</b>	<b>2</b>	<b>.48</b>
<b>55</b>	<b>I have to teach outside my curriculum because the kura is small</b>	<b>2</b>	<b>.48</b>
<b>56</b>	<b>I've taken on a lot of responsibility in the kura</b>	<b>1</b>	<b>.24</b>
<b>57</b>	<b>It was difficult taking over classes</b>	<b>4</b>	<b>.96</b>
	I have found it difficult taking over ready made classes.	1	
	The students make unfavourable comparisons between me and the previous teacher	2	
	I'm the 3 <sup>rd</sup> or 4 <sup>th</sup> teacher the students have had this year	1	
<b>58</b>	<b>I had to take over 'history of difficulty' classes</b>	<b>1</b>	<b>.24</b>
<b>59</b>	<b>I had to establish rules and routines</b>	<b>2</b>	<b>.48</b>
	It's been difficult establishing new routines	1	
	As I was a new teacher the students seemed to want a new set of rules, not just follow those already established	1	
<b>60</b>	<b>The forums were good</b>	<b>4</b>	<b>.96</b>
	It was really good to consider the ideas behind teaching and to discuss these in the forum	3	
	The discussions we had were fantastic	1	
<b>61</b>	<b>I've been able to keep all the online materials</b>	<b>7</b>	<b>1.6</b>
<b>62</b>	<b>I haven't gone back to the materials</b>	<b>6</b>	<b>1.4</b>
<b>63</b>	<b>Studying online taught me skills</b>	<b>16</b>	<b>3.8</b>
	My research skills improved	3	
	You learn self discipline	3	
	You learn to be organised	3	
	You learn to be resourceful	2	
	You learn to be independent	2	
	It gave me confidence to look for more readings	1	
	It definitely improved my time management	2	
<b>64</b>	<b>My ICT skills improved</b>	<b>4</b>	<b>.96</b>
<b>65</b>	<b>I'm still disorganised – still the same</b>	<b>1</b>	<b>.24</b>
<b>66</b>	<b>I didn't like campus lectures</b>	<b>3</b>	<b>.72</b>
	Some on campus lectures are boring	2	
	I find have teaching strategies modelled to me irritating – I feel like I am back in school	1	
<b>67</b>	<b>It takes too much time &amp; money to go to campus</b>	<b>15</b>	<b>3.6</b>
	Attending a campus is really time consuming	1	
	I like to manage my own time	3	
	The time to travel to a campus was too great	3	
	I would have less time for study if I attended a campus	2	

Rank	Themes and paraphrases	Number of comments	%
	I could study at times suitable to me	2	
	I could spend time with my family	2	
	It saved money in travel expenses	2	
<b>68</b>	<b>I could live where I liked</b>	<b>3</b>	<b>.72</b>
	It gave me freedom to live where I wanted	1	
	I was able to start while I was still overseas	1	
	I was able to move to another town with my partner	1	
<b>69</b>	<b>I was able to work and study at the same time</b>	<b>4</b>	<b>.96</b>
<b>70</b>	<b>I couldn't manage work and study</b>	<b>1</b>	<b>.24</b>
<b>71</b>	<b>I liked learning that way</b>	<b>1</b>	<b>.24</b>
<b>72</b>	<b>I would not have trained if I couldn't do it online</b>	<b>4</b>	<b>.96</b>
<b>73</b>	<b>I would have found a way if there was no online</b>	<b>1</b>	<b>.24</b>
<b>74</b>	<b>If there was no online – I'm not sure if I would go teaching – maybe, maybe not</b>	<b>2</b>	<b>.48</b>
<b>75</b>	<b>I enrolled with VUW because it is a well known provider</b>	<b>2</b>	<b>.48</b>
<b>76</b>	<b>You miss having other students around</b>	<b>12</b>	<b>2.89</b>
	I missed the ability to have verbal discussions	3	
	There is a lack of collegial support that you get on a campus	3	
	You don't feel confident to ring up a face in the forum to ask advice and to get support	1	
	On campus you would talk about assignments and help each other out	2	
	It was extra work to draw out all the concepts for yourself	1	
	I leave asking for help too late	1	
	It would be good if the course set up some contacts with the others	1	
<b>77</b>	<b>Hard working it out by yourself</b>	<b>4</b>	<b>.96</b>
	It was hard to work out what was most important in terms of the work	1	
	You didn't always realise how big some of the tasks were in terms of the time they would take	2	
	There was a lot of juggling to work out what was due	1	
<b>78</b>	<b>There was a lack of consistency among the courses</b>	<b>2</b>	<b>.48</b>
<b>79</b>	<b>The instructions weren't always clear</b>	<b>3</b>	<b>.72</b>
	The information provided is not always clear	2	
	The instructions didn't always match (eg readings)	1	
<b>80</b>	<b>The system was sometimes slow</b>	<b>1</b>	<b>.24</b>
<b>81</b>	<b>It was hard not having a library nearby to access</b>	<b>1</b>	<b>.24</b>
<b>82</b>	<b>There was little contact with others on the course</b>	<b>3</b>	
	We only got together twice during the study	1	
	I didn't contact anyone in my area	2	
<b>83</b>	<b>I don't maintain contact with anyone on the course</b>	<b>3</b>	<b>.72</b>
	There are other beginning teachers here but I don't know where they studied	1	
	I saw B at PPTA day – but we don't keep in touch	2	
<b>84</b>	<b>I attend ongoing PD</b>	<b>9</b>	<b>2.2</b>
	The principal lets us go to whatever we want	1	
	I attend the PRT days at the COE	1	
	We have regular PD in the school	4	
	The PD on literacy strategies was congruent with what we learnt at COE	1	
	The importance of LOs and SCs are emphasised in school PD	1	
	I haven't been to any outside the school, but we have some here	1	

Rank	Themes and paraphrases	Number of comments	%
<b>85</b>	<b>I am treated as a PRT</b>	<b>2</b>	<b>.48</b>
	I get the PRT time allowance	2	
<b>86</b>	<b>I work a full load</b>	<b>4</b>	<b>.48</b>
<b>87</b>	<b>I'm not sure if I get PRT time or not</b>	<b>1</b>	<b>.24</b>
<b>88</b>	<b>I am supported as a beginning teacher</b>	<b>11</b>	<b>2.6</b>
	The PRT meetings are helpful	2	
	I have an associate teacher	1	
	The principal comes and observes me	2	
	The feedback from observations is useful	3	
	I've been given positive feedback	2	
	I make use of the SCT	1	
<b>89</b>	<b>I need more support</b>	<b>16</b>	<b>3.8</b>
	I don't know if the school has an SCT	1	
	One of the people helping me is not coping that well herself	1	
	The advice given to me is not working	1	
	The Dean seems to have taken a dislike to me	1	
	I've really had to demand support	5	
	I've had no orientation to the school	2	
	I'm left to my own devices	2	
	PPTA intervened in my situation	1	
	It will all start next year	1	
	The timing of the PRT meetings is inconvenient	1	
<b>90</b>	<b>I'm getting blamed for not coping</b>	<b>1</b>	<b>.24</b>
<b>91</b>	<b>There is a lack of resources</b>	<b>8</b>	<b>1.9</b>
	There is no information on how to carry out science experiments	2	
	There are no unit plans	3	
	There are no books	1	
	The school is poorly resourced	1	
	It's hard not having access to the library once you leave uni as the school doesn't have all the books	1	
<b>92</b>	<b>I want to move to a better resourced school</b>	<b>1</b>	<b>.24</b>
<b>93</b>	<b>I like my school</b>	<b>7</b>	<b>1.6</b>
	I work in a good school	3	
	The school is quite tough but I like it	2	
	It's a good place to work	2	
<b>94</b>	<b>I don't like my school</b>	<b>3</b>	<b>.72</b>
	This is a tough school	1	
	The school gets tagged on the weekend	1	
	The school is not cleaned properly	1	
<b>95</b>	<b>My school is easy to staff</b>	<b>2</b>	<b>.48</b>
<b>96</b>	<b>This school has a high staff turnover</b>	<b>1</b>	<b>.24</b>
		<b>415</b>	

## Appendix 10: Interview comments coded and grouped

		No	%	
<b>1</b>	<b>My main concern is behaviour management</b>	<b>107</b>	<b>25.8</b>	<b>25.8</b>
	<b>I needed more/better support for behaviour management</b>	<b>19</b>	<b>4.5</b>	
	I've really had to demand support	7		
	I've had no orientation to the school	2		
	I'm left to my own devices	2		
	I don't know if the school has an SCT	1		
	One of the people helping me is not coping that well herself	1		
	The advice given to me is not working	1		
	The Dean seems to have taken a dislike to me	1		
	PPTA intervened in my situation	1		
	It will all start next year	1		
	The timing of the PRT meetings is inconvenient	1		
	I'm getting blamed for not coping	1		
	<b>Students can be abusive and refuse to follow instructions</b>	<b>17</b>	<b>4.1</b>	
	I felt ill equipped to deal with rude and abusive students	8		
	I've been verbally abused	3		
	It's a battle zone	2		
	Some students refuse to go to the withdrawal room	2		
	Some students are dangerous – one splashed another with acid	1		
	I really didn't know what to do when it all turns to custard	1		
	<b>Managing student behaviour is challenging</b>	<b>16</b>	<b>3.8</b>	
	I find it challenging managing the students who just don't want to do anything	12		
	TE didn't prepare me for anything this bad in terms of student behaviour	2		
	It's frustrating that you try strategies but they just don't work	2		
	<b>The students are behaving better for me now</b>	<b>8</b>	<b>1.93</b>	
	I used the referral system at the start, but don't need to now	1		
	My strategies change all the time	1		
	The class is much better than it was two weeks ago	1		
	I've realised I need to manage the students the way they are – not try and change them	1		
	It's been tough but it's shaped my behaviour management skills	1		
	There has definitely been an improvement	1		
	I've stuck with my routines and they've settled down now	1		
	We renegotiated the class rules – that was important to them	1		
	<b>The school has referral and withdrawal systems</b>	<b>7</b>	<b>1.7</b>	
	You can displace them to a withdrawal room	3		
	The school has a referral system	2		
	After being withdrawn from my for three days the girls behaviour improved	1		
	The HOD took some students into his room	1		
	<b>Other staff members come into your room</b>	<b>6</b>	<b>1.44</b>	
	It makes me feel worse that they comply with other teachers, but not me	2		
	Deans and other teachers come into the room to make them behave	2		
	The HOD will come into my room and you can hear a pin drop, but it doesn't stay that way when he leaves	1		
	The students get confused – they were meant to be talking but go silent when he comes in	1		



	<b>Lack of behaviour management affects what I do in the classroom</b>	<b>6</b>	<b>1.44</b>	
	We can't do interesting things because they won't follow instructions	3		
	I've sunk so low as to make them copy of the textbook	1		
	We can't do practicals until they behave in a safe manner	1		
	I've tried to do group work but they just argued about which group they would be in	1		
	<b>I use the systems but nothing happens</b>	<b>6</b>	<b>1.44</b>	
	I assumed that someone was taking note of the number of slips I was writing on particular students	3		
	The get exits from class and nothing happens – they just come back with no improvement	2		
	the students don't care about detentions – they just don't show up	1		
	<b>There is inconsistent application of the school rules among the staff</b>	<b>4</b>	<b>.96</b>	
	<b>It was difficult taking over classes</b>	<b>4</b>	<b>.96</b>	
	The students make unfavourable comparisons between me and the previous teacher	2		
	I have found it difficult taking over ready-made classes.	1		
	I'm the 3 <sup>rd</sup> or 4 <sup>th</sup> teacher the students have had this year	1		
	<b>I've tried and I'm not giving up</b>	<b>4</b>	<b>.96</b>	
	I'm still working on it – I'm not giving up	3		
	I've had some successes but wouldn't say I've been successful overall	1		
	<b>I had to establish rules and routines</b>	<b>2</b>	<b>.48</b>	
	It's been difficult establishing new routines	1		
	As I was a new teacher the students seemed to want a new set of rules, not just follow those already established	1		
	<b>I run detentions</b>	<b>2</b>	<b>.48</b>	
	<b>The school helps you deal with student behaviour</b>	<b>2</b>	<b>.48</b>	
	If there are things you can't deal with there are systems in place	1		
	I work with the other teachers and talk about it	1		
	<b>The school calls the parents in</b>	<b>2</b>	<b>.48</b>	
	<b>I've had to use my mobile to call for help</b>	<b>1</b>	<b>.24</b>	
<b>17</b>	<b>I had to take over 'history of difficulty' classes</b>	<b>1</b>	<b>.24</b>	
<b>2</b>	<b>Studying online has benefits</b>	<b>61</b>	<b>14.7</b>	<b>40.5</b>
	<b>Studying online taught me skills</b>	<b>20</b>	<b>4.8</b>	
	My ICT skills improved	4		
	My research skills improved	3		
	You learn self discipline	3		
	You learn to be organised	3		
	You learn to be resourceful	2		
	You learn to be independent	2		
	It definitely improved my time management	2		
	It gave me confidence to look for more readings	1		
	<b>It takes too much time &amp; money to go to campus</b>	<b>15</b>	<b>3.6</b>	
	I like to manage my own time	3		
	The time to travel to a campus was too great	3		
	I would have less time for study if I attended a campus	2		
	I could study at times suitable to me	2		
	I could spend time with my family	2		
	It saved money in travel expenses	2		
	Attending a campus is really time consuming	1		
	<b>I've been able to keep all the online materials</b>	<b>7</b>	<b>1.6</b>	
	<b>The forums were good</b>	<b>4</b>	<b>.96</b>	

	It was really good to consider the ideas behind teaching and to discuss these in the forum	3		
	The discussions we had were fantastic	1		
	<b>I was able to work and study at the same time</b>	<b>4</b>	<b>.96</b>	
	<b>I would not have trained if I couldn't do it online</b>	<b>4</b>	<b>.96</b>	
	<b>I could live where I liked</b>	<b>3</b>	<b>.72</b>	
	It gave me freedom to live where I wanted	1		
	I was able to start while I was still overseas	1		
	I was able to move to another town with my partner	1		
	<b>I didn't like campus lectures</b>	<b>3</b>	<b>.72</b>	
	Some on campus lectures are boring	2		
	I find have teaching strategies modelled to me irritating – I feel like I am back in school	1		
	<b>It gave me the opportunity to enrol with a well known provider - VUW</b>	<b>2</b>	<b>.48</b>	
	<b>I liked learning that way</b>	<b>1</b>	<b>.24</b>	
<b>3</b>	<b>Most of the course was really useful</b>	<b>55</b>	<b>13.2</b>	
	<b>The work on planning has been really valuable</b>	<b>16</b>	<b>3.3</b>	
	Doing the unit planning is really valuable	4		
	The lesson planning was useful	3		
	I clearly understand what LOs are	3		
	The importance of sharing LOs with the students was emphasised	3		
	I've shared the planning templates with others in my school	2		
	I feel well prepared in terms of how to deliver a lesson	1		
	<b>The course had useful material and resources</b>	<b>9</b>	<b>2.1</b>	
	We got everything we needed	3		
	All of the material was useful	2		
	I like the hyperlinks to other material	1		
	The course readings were relevant	1		
	The course gave me an awareness of most aspects of teaching	1		
	The Language and Literacy course has been very useful	1		
	<b>There was useful stuff on behaviour management</b>	<b>6</b>	<b>1.44</b>	
	It was useful to implement the behaviour management strategies on TE	2		
	The course had useful material on classroom management ideas and theory	1		
	It gave me an awareness of what to accept in terms of behaviour	1		
	The behaviour management strategies were good	1		
	I've used some of the approaches we discussed in relation to different behaviour scenarios	1		
	<b>I learnt about scaffolding</b>	<b>5</b>	<b>1.2</b>	
	I know what scaffolding means	1		
	I can see how the course scaffolded me and I can do that now	1		
	I chose scaffolded instruction to do as an assignment	1		
	Things like scaffolded questioning and instruction were useful	1		
	I've shared stuff about scaffolded learning at dept PD meetings	1		
	<b>I am using NCEA assessment</b>	<b>4</b>	<b>.96</b>	
	We choose whether the students do AS or US – it depends on what they can do	2		
	I helped an experienced teacher to fix up an assessment to pass moderation.	1		
	I'd been doing the summative assessment (NCEA) all along, but now I know about formative and diagnostic	1		
	<b>I haven't used all of the course material</b>	<b>4</b>	<b>.96</b>	

	I don't really use the material from the Language and Literacy course	2		
	I didn't always read all of the course material	2		
	<b>The information on diversity was good</b>	<b>3</b>	<b>.72</b>	
	Differentiation was useful	2		
	The material on diversity has made me realise the kids are all different	1		
	<b>It gave you the theory</b>	<b>2</b>	<b>.48</b>	
	The course put the theory behind the practice	1		
	The course had some psychology that was useful	1		
	<b>The course still prepared me well to work in a kura</b>	<b>2</b>	<b>.48</b>	
	<b>The course workload was about right</b>	<b>1</b>	<b>.24</b>	
	<b>I learnt how the curriculum works</b>	<b>1</b>	<b>.24</b>	
	<b>I learnt teaching strategies on TE</b>	<b>1</b>	<b>.24</b>	
	<b>TE was the most useful part</b>	<b>1</b>	<b>.24</b>	
<b>4</b>	<b>There was stuff I needed but didn't get on the course</b>	<b>36</b>	<b>8.6</b>	<b>62.3</b>
	<b>I have a job in a Kura Kaupapa and need to know more about TE Ahu Matua</b>	<b>8</b>	<b>1.93</b>	
	We didn't learn about the Māori curriculum documents	2		
	We needed to know more about Te Ahu Matua	2		
	We would have liked more Māori kaupapa in the course	2		
	The Māori paper could have been more intense	2		
	<b>We needed more on teaching strategies</b>	<b>6</b>	<b>1.44</b>	
	More on science practicals is needed – which practicals to use for which content	3		
	We need to know about basic strategies, like matching terms and criss cross	1		
	More on activities to make it interesting for the kids	1		
	Even things like cloze activities – I had no idea about these.	1		
	<b>I still need to know more about teaching mixed ability classes</b>	<b>6</b>	<b>1.44</b>	
	We needed more focus on how to identify student abilities	2		
	I don't know what to do with the range of ability I have in my classes	2		
	I try to differentiate the work, but the students don't want to be differentiated	1		
	I have kids who are doing poorly, but I don't know why	1		
	<b>I need to know more about NCEA</b>	<b>4</b>	<b>.96</b>	
	I didn't know I couldn't award standards to Yr 10	1		
	I've still really got no idea how NCEA fits together – like how to choose whether to do internals or externals	1		
	We looked at how to unpack a standard, but not how to establish a programme	1		
	I'm completely lost over why they choose to do US instead of AS	1		
	<b>I need to develop questioning</b>	<b>4</b>	<b>.96</b>	
	I would like to be able to facilitate discussions better	2		
	I still tend to answer my own questions	1		
	I find that I ask yes/no questions	1		
	<b>The course can't prepare you for everything</b>	<b>2</b>	<b>.48</b>	
	Holding motivation til the end – I don't know if you can be prepared for that	1		
	The course gives you an awareness, but the reality is different	1		
	<b>The course workload was too heavy</b>	<b>2</b>	<b>.48</b>	
	<b>I needed more support on TE</b>	<b>2</b>		
	Some of my associates on TE weren't supportive	1	<b>.48</b>	
	I had a really hard time on TE1	1		
	<b>I needed more content knowledge</b>	<b>1</b>	<b>.24</b>	

	<b>The creative thinking paper was really hard</b>	1	.24	
<b>5</b>	<b>Learning online can be difficult</b>	<b>35</b>	<b>8.4</b>	<b>70.7</b>
	<b>You miss having other students around and it's hard working it our yourself</b>	<b>24</b>	<b>6.0</b>	
	I missed the ability to have verbal discussions	3		
	There is a lack of collegial support that you get on a campus	3		
	I really enjoyed the residency part of the course	2		
	You didn't always realise how big some of the tasks were in terms of the time they would take	2		
	On campus you would talk about assignments and help each other out	2		
	I didn't contact anyone in my area	2		
	I saw x at PPTA day – but we don't keep in touch	2		
	It was extra work to draw out all the concepts for yourself	1		
	I leave asking for help too late	1		
	You don't feel confident to ring up a face in the forum to ask advice and to get support	1		
	It would be good if the course set up some contacts with the others	1		
	the residency was probably the best part	1		
	There was a lot of juggling to work out what was due	1		
	It was hard to work out what was most important in terms of the work	1		
	We only got together twice during the study	1		
	There are other beg teachers here but I don't know where they studied	1		
	<b>Access to the lecturers varied</b>	<b>3</b>	<b>.72</b>	
	We had good access to the lecturers	1		
	Some were harder to contact than others	1		
	I had trouble contacting one lecturer	1		
	<b>The instructions weren't always clear</b>	<b>3</b>	<b>.72</b>	
	The information provided is not always clear	2		
	The instructions didn't always match (eg readings)	1		
	<b>There was a lack of consistency among the courses</b>	<b>2</b>	<b>.48</b>	
	<b>It was hard not having a library nearby to access</b>	<b>1</b>	<b>.24</b>	
	<b>The system was sometimes slow</b>	<b>1</b>	<b>.24</b>	
<b>6</b>	<b>I contribute to the school and the community</b>	<b>31</b>	<b>7.48</b>	<b>78.18</b>
	<b>I do extra curricula activities</b>	<b>15</b>	<b>3.6</b>	
	I do kapahaka in school	3		
	I've taken the students on a trip to Canada	2		
	I've done lots of competitions and festivals	2		
	I've taken kids on school camp	2		
	I do playground duty	1		
	I supervised school disco	1		
	I've been terrible with extra curricula	1		
	I belong to enviro group	1		
	Helped out at school sports days and house competitions	1		
	I was prepared to go on school tramp – but didn't work out	1		
	<b>I make other contributions to the school</b>	<b>6</b>	<b>1.44</b>	
	Have shared resources with other teachers	2		
	Have shared ICT skills	2		
	I helped write school haka	1		
	I've been able to share previous work experience with my teaching colleagues (microscope use)	1		
	<b>I do pastoral care</b>	<b>4</b>	<b>.96</b>	
	Do pastoral care – look after home base kids	1		
	Pastoral care – didn't realise how much time it would take	1		
	The kids come in here at lunchtime	1		

	I can see they need strong role models	1		
	<b>I contribute to wider school community</b>	<b>2</b>	<b>.48</b>	
	I'm the secretary of Māori teachers association	1		
	I'm the treasurer of Māori teachers association	1		
	<b>I've taken on a lot of responsibility in the kura</b>	<b>1</b>	<b>.24</b>	
	<b>I'm harder on my Māori kids</b>	<b>1</b>	<b>.24</b>	
	<b>Actually I've done less than I thought</b>	<b>1</b>	<b>.24</b>	
	<b>I'm not prepared to do extra curricula because I'm teaching a full load</b>	<b>1</b>	<b>.24</b>	
<b>7</b>	<b>There are things I don't like about the job/school</b>	<b>29</b>	<b>7.0</b>	<b>85.18</b>
	<b>There is a lack of resources</b>	<b>8</b>	<b>1.9</b>	
	There are no unit plans	3		
	There is no information on how to carry out science experiments	2		
	There are no books	1		
	It's hard not having access to the library once you leave uni as the school doesn't have all the books	1		
	The school is poorly resourced	1		
	<b>I have doubts about teaching</b>	<b>4</b>	<b>1.44</b>	
	I have reflected on remaining in teaching – but not moving out of it yet	2		
	If I was younger, less mature, I could well have left	1		
	Teaching is not my true calling	1		
	<b>I don't like my school</b>	<b>5</b>	<b>.96</b>	
	<b>I work a full load</b>	<b>4</b>	<b>.96</b>	
	I'm looking for a better school to work in	1		
	I want to move to a better resourced school	1		
	This is a tough school	1		
	The school gets tagged on the weekend	1		
	The school is not cleaned properly	1		
	<b>I've never worked so hard</b>	<b>3</b>	<b>.72</b>	
	I wasn't prepared for the amount of time I have to invest in teaching	2		
	I have never worked so hard for so little money	1		
	<b>I'm not teaching what I want to teach</b>	<b>3</b>	<b>.72</b>	
	I have to teach outside my curriculum	2		
	I'm not teaching my preferred subject	1		
	<b>This school has a high staff turnover</b>	<b>1</b>	<b>.24</b>	
	<b>I'm not sure if I get PRT time or not</b>	<b>1</b>	<b>.24</b>	
<b>8</b>	<b>I get beginning teacher support &amp; PD</b>	<b>22</b>	<b>5.3</b>	<b>90.48</b>
	<b>I am supported as a beginning teacher</b>	<b>13</b>	<b>3.1</b>	
	The feedback from observations is useful	3		
	The PRT meetings are helpful	2		
	The principal comes and observes me	2		
	I get the PRT time allowance	2		
	I've been given positive feedback	2		
	I have an associate teacher	1		
	I make use of the SCT	1		
	<b>I attend ongoing PD</b>	<b>9</b>	<b>2.17</b>	
	We have regular PD in the school	4		
	The principal lets us go to whatever we want	1		
	I attend the PRT days at the COE	1		
	The PD on literacy strategies was congruent with what we learnt at COE	1		
	The importance of LOs and SCs are emphasised in school PD	1		
	I haven't been to any outside the school, but we have some here	1		

<b>9</b>	<b>I like my school</b>	<b>14</b>	<b>3.38</b>	<b>93.86</b>
	I work in a good school	5	.96	
	I have a permanent appointment	3	.72	
	The school is quite tough but I like it	2	.48	
	My school is easy to staff	2	.48	
	I love my job	1	.24	
	I enjoy what I do	1	.24	
<b>10</b>	<b>I need another job</b>	<b>12</b>	<b>2.8</b>	<b>99.46</b>
	I'm looking for a new job for next year	8	1.92	
	The school has made it clear there is no vacancy for me here next year	3		
	I'm looking for a new job for next year	2		
	The school is supporting me to find a new job as the LTR was originally until May 2008, but is now going to finish at the end of the year	1		
	I can't imagine being able to take time off school to go for interviews	1		
	I have no time to look for a new job yet	1		
	I was appointed to an LTR job	4	.96	
<b>11</b>	<b>Unclassified</b>	<b>13</b>	<b>3</b>	<b>100</b>
	I haven't gone back to the materials	6	1.4	
	If there was no online – I'm not sure if I would go teaching –	3	.48	
<b>81</b>	<b>I would have found a way if there was no online</b>	<b>1</b>	<b>.24</b>	
	I'm still disorganised – still the same	1	.24	
	I couldn't manage work and study	2	.24	
		<b>415</b>		

## Appendix 11: Interview comments – axial coding

Rank	Content unit categories (Paraphrased)	Frequency	%	Cumulative %
<b>1</b>	<b>Beginning teaching</b>	<b>215</b>	<b>52%</b>	<b>52%</b>
	My main concern is behaviour management	107	26	
	I contribute to the school and the community	31	7.48	
	There are things I don't like about the job/school	29	7	
	I get beginning teacher support & PD	22	5.3	
	I like my school	14	3.38	
	I need another job	12	2.8	
<b>2</b>	<b>Studying Online</b>	<b>96</b>	<b>23%</b>	<b>75%</b>
	Studying online can be good	61	14.7	
	Learning online can be difficult	35	8.4	
<b>3</b>	<b>Course material and content</b>	<b>91</b>	<b>22%</b>	<b>97%</b>
	Most of the course was really useful	55	13.2	
	There was stuff I needed but didn't get on the course	36	8.6	
<b>4</b>	<b>Unclassified</b>	<b>13</b>	<b>3</b>	<b>100%</b>
	<b>Total</b>	<b>415</b>		

## Appendix 12: Survey 1- CA 1

### Major Successes – after first few weeks

			total
<b>1</b>	<b>I established relationships/rapport with my students</b>	<b>6</b>	<b>6</b>
	B2 - Establishing a good relationship with a previously troublesome student	1	
	T1 - Built rapport with students and learnt names quite quickly	1	
	T2 - Positive relationships with students	1	
	M2 - Establishing rapport with my students.	1	
	C1 - Getting to know my students P1 - Getting to know students	2	
<b>2</b>	<b>I had my lessons planned</b>	<b>5</b>	<b>11</b>
	B2 - Being ready and on time for every class	1	
	B1 - Organising appropriate lesson plans	1	
	T1 - Had all lessons planned	1	
	M1 – Planning	1	
	B2 - Not getting up at 5am to do lesson prep!	1	
<b>3</b>	<b>I managed the student behaviour</b>	<b>6</b>	<b>18</b>
	B1 - Implementing student sanctions where necessary	1	
	D1 - referring students out of class for behaviour issues	1	
	I set up routines	4	
	T1 - Managed to achieve student behaviour management (after 3 lunch time detentions and Dean referrals!)	1	
<b>4</b>	<b>I improved student learning</b>	<b>4</b>	<b>22</b>
	D1 - Improving student writing by introducing writing frames	1	
	M2 - Student engagement through dramatising sections of text.	1	
	D1 - Using home/school connections to achieve better results	1	
	P1 - Setting my classroom environment	1	
<b>5</b>	<b>I got to know the school systems</b>	<b>2</b>	<b>24</b>
	C1 - Gaining understanding of school systems (some of them)	1	
	D1 - Becoming familiar with and using the school discipline systems	1	
<b>6</b>	<b>I survived</b>	<b>2</b>	<b>26</b>
<b>7</b>	<b>I got to know my colleagues</b>	<b>2</b>	<b>28</b>
	C1 - Getting to know my colleagues	1	
	T2 - Positive relationships with teachers	1	
<b>8</b>	<b>Unclassified</b>	<b>4</b>	
	P1 - Knowing my curriculum	1	
	T2 - Attend all staff meeting	1	
	T2 - Taking all wharekura students on camp	1	
	M1 – Assessments	1	<b>32</b>



## Appendix 13: Survey 1- CA 2

### Major Successes – after first few weeks

			<b>total</b>
<b>1</b>	<b>I managed the student behaviour</b>	<b>11</b>	<b>11</b>
	B1 - Implementing student sanctions where necessary	1	
	D1 - referring students out of class for behaviour issues	1	
	I set up routines	4	
	T1 - Managed to achieve student behaviour management (after 3 lunch time detentions and Dean referrals!)	1	
	I survived	2	
	I got to know the school systems	2	
<b>2</b>	<b>I established relationships</b>	<b>8</b>	<b>19</b>
	B2 - Establishing a good relationship with a previously troublesome student	1	
	T1 - Built rapport with students and learnt names quite quickly	1	
	T2 - Positive relationships with students	1	
	M2 - Establishing rapport with my students.	1	
	C1 - Getting to know my students P1 - Getting to know students	2	
	C1 - Getting to know my colleagues	1	
	T2 - Positive relationships with teachers	1	
<b>3</b>	<b>I had my lessons planned</b>	<b>5</b>	<b>24</b>
	B2 - Being ready and on time for every class	1	
	B1 - Organising appropriate lesson plans	1	
	T1 - Had all lessons planned	1	
	M1 – Planning	1	
	B2 - Not getting up at 5am to do lesson prep!	1	
<b>4</b>	<b>I improved student learning</b>	<b>4</b>	<b>28</b>
	D1 - Improving student writing by introducing writing frames	1	
	M2 - Student engagement through dramatising sections of text.	1	
	D1 - Using home/school connections to achieve better results	1	
	P1 - Setting my classroom environment	1	
<b>5</b>	<b>Unclassified</b>	<b>4</b>	<b>32</b>
	T2 - Attend all staff meetings	1	
	Taking all wharekura students on camp	1	
	P1 – Getting to know my curriculum	1	
	M1 – Assessments	1	

## Appendix 14: Survey 1- CA 1

### Major Challenges – after first few weeks

<b>1</b>	<b>Dealing with behaviour management</b>	<b>7</b>	<b>7</b>
	Coping with a class with a large number of distracted, noisy, disruptive students	1	
	Dealing with disruptive, violent and abusive students	1	
	Accepting that some students were disruptive not because of my lack of ability as a teacher but for some other reason	1	
	Dealing with Yr 10 Māori boy	1	
	The lack of cohesion in my Year 10 class.	1	
	My form class – low level achievement, dominant boy	1	
	Determining appropriate consequences for inappropriate behaviour	1	
<b>2</b>	<b>Determining student needs/abilities</b>	<b>3</b>	<b>10</b>
	Figuring out the level of ability and appropriate difficulty of lessons	1	
	Gauging the literacy level of my Year 10 class.	1	
	finding out where the classes were at (taking over mid-year)	1	
<b>3</b>	<b>Motivating students</b>	<b>2</b>	<b>12</b>
	Motivating my Year 10's.	1	
	Student resistance to assessment processes – they have been used to getting through on a lot less with the previous teacher	1	
<b>4</b>	<b>Getting to know school systems</b>	<b>2</b>	<b>14</b>
	Knowledge of school systems and rules	1	
	learning school systems for behaviour	1	
<b>5</b>	<b>Taking over someone else's classes</b>	<b>2</b>	<b>16</b>
	Having my students let me know clearly that I don't measure up to my predecessor!	1	
	Credibility and authority with the students as a new teacher midway through the year	1	
<b>6</b>	<b>Learning about Te Aho Matua</b>	<b>2</b>	<b>18</b>
<b>7</b>	<b>Knowing how much time to spend on preparation</b>	<b>1</b>	<b>19</b>
<b>8</b>	<b>Getting my systems in place</b>	<b>1</b>	<b>20</b>
<b>9</b>	<b>Going from being a student to working</b>	<b>1</b>	<b>21</b>
<b>10</b>	<b>The long hours of work in lesson planning, content knowledge and marking (from Term 2 work)</b>	<b>1</b>	<b>22</b>
<b>11</b>	<b>Undertaking practicals (Science)</b>	<b>1</b>	<b>23</b>
<b>12</b>	<b>Teaching outside my curriculum</b>	<b>1</b>	<b>24</b>

## Appendix 15: Survey 1- CA 2

### Major Challenges – after first few weeks

<b>1</b>	<b>Dealing with student behaviour</b>	<b>14</b>	<b>14</b>
	Taking over mid-year caused problems	<b>3</b>	
	Student resistance to assessment processes – they have been used to getting through on a lot less with the previous teacher Having my students let me know clearly that I don't measure up to my predecessor! Credibility and authority with the students as a new teacher midway through the year		
	Dealing with year 10 students The lack of cohesion in my Year 10 class. Motivating my Year 10's. Dealing with Yr 10 Māori boys	<b>3</b>	
	Getting to know school systems Knowledge of school systems and rules learning school systems for behaviour	<b>2</b>	
	Coping with extreme student behaviour Coping with a class with a large number of distracted, noisy, disruptive students Dealing with disruptive, violent and abusive students	<b>2</b>	
	Accepting that some students were disruptive not because of my lack of ability as a teacher but for some other reason	<b>1</b>	
	My form class – low level achievement, dominant boys	<b>1</b>	
	Determining appropriate consequences for inappropriate behaviour	<b>1</b>	
	Getting MY systems in place	<b>1</b>	
<b>2</b>	<b>Determining student needs/abilities</b>	<b>3</b>	<b>17</b>
	Figuring out the level of ability and appropriate difficulty of lessons	<b>1</b>	
	Gauging the literacy level of my Year 10 class.	<b>1</b>	
	finding out where the classes were at (taking over mid-year)	<b>1</b>	
<b>3</b>	<b>Learning about the curriculum</b>	<b>3</b>	<b>20</b>
	Learning about Te Aho Matua	<b>2</b>	
	Teaching outside my curriculum	<b>1</b>	
<b>4</b>	<b>Managing my time</b>	<b>2</b>	<b>22</b>
	Knowing how much time to spend on preparation	<b>1</b>	
	The long hours of work in lesson planning, content knowledge and marking (from Term 2 work)	<b>1</b>	
<b>5</b>	<b>Unclassified</b>	<b>2</b>	<b>24</b>
	Undertaking practicals (Science)	<b>1</b>	
	Going from being a student to working	<b>1</b>	

## Appendix 16: CA 1: Survey 1 – further open-ended questions

### Contributions of Teacher Education

<b>1</b>	<b>Teacher Ed Emphasised importance of building relationships</b>	<b>4</b>	<b>4</b>
	Making me aware that this is an important strategy to make connections with the students	1	
	Explained the importance of creating positive relationships in the school	1	
	building trust and respect with students	1	
	The importance of this (home/school r/ships) was outlined in TEAP courses and putting it into practice has been really successful – depending on the parents!	1	
<b>2</b>	<b>My courses showed me a range of teaching strategies that I have used</b>	<b>4</b>	<b>8</b>
	Got this idea (writing frames) from Gillian Hubbard, English Curriculum and TEAP85	1	
	Getting ideas from LOTE to teach my curriculum	1	
	My teacher training showed me a range of approaches/ activities were possible.	1	
	This activity came directly from my English course.	1	
<b>3</b>	<b>The course had information on behaviour management</b>	<b>4</b>	<b>12</b>
	Educated me about the different school polices and ways of dealing with disruption	1	
	Each school is different but courses covered that covered behaviour management, like TEAP856 helped her	1	
	A suitable amount of our education covered behaviour management and lesson planning – very valuable	1	
	Educated me about the importance of routines	1	
<b>4</b>	<b>The TEs helped with these</b>	<b>3</b>	<b>15</b>
	I felt the TEs helped me come to grips with behaviour management	1	
	When on practicum being able to trial certain things	1	
	I used activities I had trialled on TE and knew to be effective.	1	
<b>5</b>	<b>The course helped me with student learning</b>	<b>2</b>	<b>17</b>
	Somewhere in the lectures I learnt about giving praise, which helped me	1	
	specific examples that promote a good learning environment	1	
<b>6</b>	<b>Gave me practice with planning</b>	<b>1</b>	<b>18</b>
<b>7</b>	<b>Explained professionalism in attending meetings</b>	<b>1</b>	<b>19</b>
<b>8</b>	<b>I had a fair idea of what to expect</b>	<b>1</b>	<b>20</b>

### How teacher ed helped meet challenges

<b>9</b>	<b>We learnt about and trialled behaviour management strategies</b>	<b>4</b>	<b>24</b>
	By introducing scenarios in Confident Classroom Leadership	1	
	Behaviour management strategies helped here and advice from TE observations regarding being confident, the boss	1	
	Behaviour management strategies covered in teaching placements	1	
	my teacher training gave me a range a number of class management strategies	1	
<b>10</b>	<b>It didn't prepare me for what I have encountered</b>	<b>5</b>	<b>29</b>
	I didn't face 1 (Coping with a class with a large number of distracted, noisy, disruptive students) & 3 (Having my students let me know clearly that I don't measure up to my predecessor ) during my TEs – I suspect my problem with 1 is now because I don't have associates in class anymore	1	

	I was not prepared for the student behaviour I encountered at my new school	1	
	Not much preparation for school systems and rules– but I don't think this is possible	1	
	Nothing for my form class. If I was aware of the type of class it was I might have asked for time to develop a better classroom environment	1	
	I haven't really found strategies to solve these issues yet, so it is hard to comment. I am not really sure what would have prepared me for these guys.	1	
11	<b>My teacher training gave me a range a number learning activities to put in place. This has helped my professional practice (attempting different approaches rather than giving up and crying).</b>	1	30
12	<b>Planning has always been a problem for me – I possibly 'over-prepared' on my TEs and now don't have time – am grappling with this.</b>	1	31
13	<b>Giving me a chance to teach these levels on practicum</b>	1	32
14	<b>Helped to show me how to prepare and what were important aspects to have in place</b>	1	33
15	<b>Having a good understanding of NCEA through curriculum study has enabled me to confident in what I require and to be able to explain why to students.</b>	1	34
16	<b>Study had been long hours and time prioritising</b>	1	35
17	<b>Paper work</b>	1	36
18	<b>We did speak about curriculum in schools and the TE directed me to information about Te Aho Matua</b>	1	37
19	<b>Being open minded to change</b>	1	38
20	<b>Gave me scenarios during training about catering school curriculums</b>	1	39

**What did you get in your initial teacher education that you most needed in the classroom?**

21	<b>How to plan a lesson</b>	4	43
	How to structure a lesson	1	
	Planning guidance and practice	1	
	The importance of transparent learning objectives and success criteria	1	
	Lesson planning and unit planning	1	
22	<b>Creating effective learning environments</b>	3	46
	The view of students as individuals – the knowledge that each one is different and needs a different approach and individual help. Each class I teach has groups within it working on different things and mixed ability.	1	
	The awareness of individual learner needs and confidence to attempt different activities to suit a variety of learners.	1	
	Professional behaviour while teaching in order to create an effective learning environment	1	
23	<b>It gave me confidence</b>	2	48
	confidence to attempt different learning activities	1	
	CONFIDENCE!	1	
24	<b>Support</b>	2	50
	Support from management and staff	1	
	SUPPORT!	1	
25	<b>How to reflect</b>	1	51
	Opportunity to reflect on how I would/could deal with the various situations that arise	1	
26	<b>How to organise</b>	1	52
27	<b>PASSION!</b>	1	53

**14. What do you need in the classroom that you did not get, or get enough of, in initial teacher education?**

<b>28</b>	<b>Dealing with non-responsive students</b>	<b>3</b>	<b>56</b>
	What to do when one third of the class is ignoring instructions and having a big social time.	1	
	Training on dealing with violent and abusive students	1	
	Rights of the teacher so far as physical contact/ self defence etc	1	
<b>29</b>	<b>More resources</b>	<b>3</b>	<b>59</b>
	Online resource links	1	
	Teaching without resources?!	1	
	Resources	1	
<b>30</b>	<b>Balancing work and life</b>	<b>1</b>	<b>60</b>
<b>31</b>	<b>More to do with outside the classroom – dealing with parents, other teachers etc might have been helpful.</b>	<b>1</b>	<b>61</b>
<b>32</b>	<b>Practicals for Science classes</b>	<b>1</b>	<b>62</b>
<b>33</b>	<b>Possible lesson plans in Māori or in relation to Te Aho Māori</b>	<b>1</b>	<b>63</b>
<b>34</b>	<b>Everything was pretty well covered</b>	<b>2</b>	<b>65</b>
	I think the classroom is well covered.	1	
	I thought the course was pretty well rounded. Of course, there is a sharp learning curve in the first term of teaching and some unexpected 'surprises' along the way. However, that is life and I felt we gained a pretty solid foundation through our course.	1	
	<b>Any other comments??</b>		
	<b>Weaknesses</b>		
<b>35</b>	<b>Online programme lacked collegiality</b>	<b>4</b>	<b>69</b>
	I really felt the online programme lacked the team spirit and collegiality that comes with being part of a physical class. This was highlighted to me when we had our residency – I really think it should be longer or there should be two of them. Working in isolation can really lack emotional support.	1	
	Contact numbers and email address of other online students not made available. This would have aided communication and learning	1	
	Due to the programme being online, it is obvious there will be minimal personal contact.	1	
	I would have done better in a classroom environment where I have physical contact with people.	1	
<b>36</b>	<b>It was difficult to find out what was due and when</b>	<b>2</b>	<b>71</b>
	I found it difficult to follow what work was due when, and how long to allocate to tasks. Just when I thought I was on top of things I would discover something (unknown to me) was due, or what I thought was going to a 'normal' forum or journal actually required a lot of planning or organisation.	1	
	Inconsistent formatting of expectations among lecturers	1	
<b>37</b>	<b>You need to be self motivated</b>	<b>2</b>	<b>73</b>
	My problem is reading and being self motivated. This was my own obstacle.	1	
	I think if I didn't already have teaching experience I would have really struggled.	1	
<b>38</b>	<b>Inconsistent referencing in written materials</b>	<b>1</b>	<b>74</b>
<b>39</b>	<b>Huge workload</b>	<b>1</b>	<b>75</b>
<b>40</b>	<b>Would like access to a library</b>	<b>1</b>	<b>76</b>
	It's really difficult not having library at hand. For all the willingness of the distance librarians, it's difficult to know if something is suitable unless you have first laid eyes on it. Is it possible to push for us to have access to other universities libraries? I visited Auckland College of Education a few times but couldn't photocopy, get serials out of	1	

	storage or withdraw books (or use the full catalogue).		
<b>41</b>	<b>You need to be organised</b>	<b>1</b>	<b>77</b>
	Therefore if one decides to enrol in this programme they have excellent time management in order to complete tasks on time.	1	
	<b>Strengths</b>		
<b>42</b>	<b>The content covered was comprehensive</b>	<b>3</b>	<b>80</b>
	Strengths – scope of topics covered	1	
	Comprehensive	1	
	The programme did provide all the necessary info.	1	
<b>43</b>	<b>TE gave us plenty practice</b>	<b>3</b>	<b>83</b>
	plenty of practice	1	
	I felt well prepared to teach – the practicums were extremely valuable + put into practice theories learned in online programme, such as behaviour management and setting success criteria.	1	
	and Scope of tasks on teaching placements	1	
<b>44</b>	<b>The staff at VUW were helpful</b>	<b>2</b>	<b>85</b>
	Helpful lecturers and staff	1	
	Thanks to Anne and Jenny for everything.	1	
<b>45</b>	<b>The course directed us where to find more information</b>	<b>2</b>	<b>87</b>
	It gives or directs you to information.	1	
	Also it made me investigate books, magazines and the Internet in relation to education.	1	
<b>46</b>	<b>I liked learning online</b>	<b>2</b>	<b>89</b>
	I could do course I my own time. I feel that if this was a class situation I would have thrown it away.	1	
	I want to explore another paper online, but don't know what area?	1	
<b>47</b>	<b>A good course</b>	<b>2</b>	<b>91</b>
	I think that the online programme is good.	1	
	Primo course. Kia ora and encourage everyone to do it.	1	
	<b>I love my job and love what I do.</b>	<b>1</b>	<b>92</b>
<b>48</b>	<b>Facing the Classroom with Confidence + EOTC valuable additions</b>	<b>1</b>	<b>93</b>
<b>49</b>	<b>We did develop an online collegiality</b>	<b>1</b>	<b>94</b>
	this made all online students close which was evident in our weekend wananga. We clicked immediately and it gave me something to look forward to – meeting the others online!!	1	
<b>50</b>	<b>0800 number</b>	<b>1</b>	<b>95</b>

## Appendix 17: Survey 1 – further open-ended questions

CA 5

### Theme 1 - Strengths of Teacher Education

1	The content covered was comprehensive	20	20
	<b>It taught me how to plan</b> How to structure a lesson Planning guidance and practice The importance of transparent learning objectives and success criteria Lesson planning and unit planning Gave me practice with planning Helped to show me how to prepare and what were important aspects to have in place	6	
	Strengths – scope of topics covered	1	
	The programme was comprehensive	1	
	The programme did provide all the necessary info	1	
	It gives or directs you to information.	1	
	Also it made me investigate books, magazines and the Internet in relation to education.	1	
	Facing the Classroom with Confidence + EOTC valuable additions	1	
	Having a good understanding of NCEA through curriculum study has enabled me to confident in what I require and to be able to explain why to students.	1	
	We did speak about curriculum in schools and the TE directed me to information about Te Aho Matua	1	
	Gave me scenarios during training about catering school curriculums	1	
	I think the classroom is well covered.	1	
	I thought the course was pretty well rounded. Of course, there is a sharp learning curve in the first term of teaching and some unexpected 'surprises' along the way. However, that is life and I felt we gained a pretty solid foundation through our course.	1	
	It taught me how to reflect	1	
	Explained professionalism in attending meetings	1	
	I had a fair idea of what to expect	1	
<b>2</b>	<b>I learnt a range of teaching strategies to create effective learning environments</b>	<b>18</b>	<b>38</b>
	<b>I trialled a number of strategies on TE</b> I used activities I had trialled on TE and knew to be effective. plenty of practice (on TE) I felt well prepared to teach – the practicums were extremely valuable + put into practice theories learned in online programme, such as setting success criteria. Giving me a chance to teach these levels on practicum and Scope of tasks on teaching placements	5	
	<b>My ITE emphasised the importance of building relationship</b> Making me aware that this is an important strategy to make connections with the students Explained the importance of creating positive relationships in the school building trust and respect with students The importance of this (home/school r/ships) was outlined in TEAP courses and putting it into practice has been really successful – depending on the parents!	3	
	<b>My curriculum study gave me ideas</b> Got this idea (writing frames) from Gillian Hubbard, English Curriculum and TEAP855	3	



	Getting ideas from LOTE to teach my curriculum This activity came directly from my English course.		
	<b>My ITE made me aware of students as individuals</b> The view of students as individuals – the knowledge that each one is different and needs a different approach and individual help. Each class I teach has groups within it working on different things and mixed ability. The awareness of individual learner needs and confidence to attempt different activities to suit a variety of learners.	2	
	My teacher training showed me a range of approaches/ activities were possible. My teacher training gave me a range a number learning activities to put in place. This has helped my professional practice (attempting different approaches rather than giving up and crying).	2	
	Professional behaviour while teaching in order to create an effective learning environment	1	
	Somewhere in the lectures I learnt about giving praise, which helped me	1	
	specific examples that promote a good learning environment	1	
<b>3</b>	<b>I learnt a range of behaviour management strategies</b>	<b>11</b>	<b>49</b>
	TEs were valuable for this I felt the TEs helped me come to grips with behaviour management When on practicum being able to trial certain things Behaviour management strategies helped here and advice from TE observations regarding being confident, the boss Behaviour management strategies covered in teaching placements I felt well prepared to teach – the practicums were extremely valuable + put into practice theories learned in online programme, such as behaviour management	5	
	<b>TEAP856 was very useful</b> Each school is different but courses covered that covered behaviour management, like TEAP856 helped here By introducing scenarios in Confident Classroom Leadership	2	
	Behaviour management Strategies A suitable amount of our education covered behaviour management – very valuable Educated me about the importance of routines Educated me about the different school polices and ways of dealing with disruption my teacher training gave me a range a number of class management strategies	4	
<b>4</b>	<b>The staff at VUW supported me</b>	<b>7</b>	<b>56</b>
	Helpful lecturers and staff	1	
	Thanks to Anne and Jenny for everything.	1	
	Support from management and staff	1	
	The staff GAVE ME SUPPORT!	1	
	Gave me confidence to attempt different learning activities	1	
	The programme GAVE ME CONFIDENCE!	1	
	The programme GAVE ME PASSION!	1	
<b>5</b>	<b>I liked studying online</b>	<b>5</b>	<b>61</b>
	I could do course I my own time. I feel that if this was a class situation I would have thrown it away.	1	
	I want to explore another paper online, but don't know what area	1	
	I think that the online programme is good.	1	
	Primo course. Kia ora and encourage everyone to do it.	1	
	this made all online students close which was evident in our weekend wananga. We clicked immediately and it gave me something to look forward to – meeting the others online!!	1	
<b>6</b>	<b>It taught me organisational skills</b>	<b>3</b>	<b>64</b>
	Study had been long hours and time prioritising	1	
	Dealing with paper work	1	
	Being organised	1	

<b>7</b>	<b>Unclassified</b>	<b>3</b>	<b>67</b>
	0800 number	1	
	Being open minded to change	1	
	I love my job and love what I do.	1	

## Theme 2 - Weaknesses of Teacher Edn

<b>1</b>	<b>Learning online had difficulties</b>	<b>12</b>	<b>79</b>
	<p><b>Online lacked contact with other people</b> I really felt the online programme lacked the team spirit and collegiality that comes with being part of a physical class. This was highlighted to me when we had our residency – I really think it should be longer or there should be two of them. Working in isolation can really lack emotional support.</p> <p>Due to the programme being online, it is obvious there will be minimal personal contact.</p> <p>Contact numbers and email address of other online students not made available. This would have aided communication and learning.</p> <p>I would have done better in a classroom environment where I have physical contact with people.</p>	4	
	<p><b>There were inconsistencies in the programme</b></p> <p>I found it difficult to follow what work was due when, and how long to allocate to tasks. Just when I thought I was on top of things I would discover something (unknown to me) was due, or what I thought was going to a 'normal' forum or journal actually required a lot of planning or organisation.</p> <p>Inconsistent formatting of expectations among lecturers</p> <p>Inconsistent referencing in written materials</p>	3	
	<p><b>You need to be self motivated</b> My problem is reading and being self motivated. This was my own obstacle.</p> <p>I think if I didn't already have teaching experience I would have really struggled.</p>	2	
	Therefore if one decides to enrol in this programme they have excellent time management in order to complete tasks on time.	1	
	Huge workload	1	
	<p>Would like access to a physical library It's really difficult not having library at hand. For all the willingness of the distance librarians, it's difficult to know if something is suitable unless you have first laid eyes on it. Is it possible to push for us to have access to other universities libraries? I visited Auckland College of Education a few times but couldn't photocopy, get serials out of storage or withdraw books (or use the full catalogue).</p>	1	
<b>2</b>	<b>Dealing with student behaviour</b>	<b>8</b>	<b>87</b>
	<p><b>I need strategies to deal with extreme behaviour</b> What to do when one third of the class is ignoring instructions and having a big social time.</p> <p>Training on dealing with violent and abusive students. Rights of the teacher so far as physical contact/ self defence etc I didn't face coping with a class with a large number of distracted, noisy, disruptive students during my TEs I suspect my problem now is</p>	6	

	because I don't have associates in class anymore.  I was not prepared for the student behaviour I encountered at my new school  I haven't really found strategies to solve these issues yet, so it is hard to comment. I am not really sure what would have prepared me for these guys		
	Not much preparation for school systems and rules– but I don't think this is possible	1	
	Nothing for my form class. If I was aware of the type of class it was I might have asked for time to develop a better classroom environment	1	
<b>3</b>	<b>I needed more resources</b>	<b>6</b>	<b>93</b>
	Online resource links	1	
	I have to teach without resources?!	1	
	More resources	1	
	More resources on practicals for Science classes	1	
	More information on dealing with parents, other teachers etc might have been helpful.	1	
	Possible lesson plans in Māori or in relation to Te Aho Māori	1	
<b>4</b>	<b>More time management skills</b>	<b>2</b>	<b>95</b>
	How to balance work and life	1	
	Planning has always been a problem for me – I possibly 'over-prepared' on my TEs and now don't have time – am grappling with this.	1	

## Appendix 18: Survey 2 CA 3 After 6 months

### My major challenges

<b>1</b>	<b>Finding and using appropriate strategies</b>	<b>6</b>	<b>6</b>	<b>35%</b>	<b>35</b>
	Maintaining student motivation to learn, especially near the end of the year and exams	1			
	Keeping students motivated so close to end of the year	1			
	Strategies to motivate students	1			
	Lesson prep – appropriate and interesting activities	1			
	Strategies to facilitate discussion and higher thinking	1			
	Strategies to increase Māori achievement	1			
<b>2</b>	<b>Managing the student behaviour</b>	<b>5</b>	<b>11</b>	<b>29%</b>	<b>64%</b>
	I have difficulty with behaviour management when it is several students misbehaving at the same time.	1			
	<u>Behaviour management</u> – the fundamental values and behaviour expected of students in school is <u>low</u> ! I never imagined NZ's education system would allow things to slip so far.	1			
	I have difficulty managing repeated misbehaviour by individuals	1			
	It is hard to manage a class which is wound up when they come into class and won't settle	1			
	I still don't understand the school management system.	1			
<b>3</b>	<b>Managing my time</b>	<b>3</b>	<b>14</b>	<b>18%</b>	<b>82%</b>
	Time to prepare new and interesting /variety of resources	1			
	<u>Workload</u> – I find the workload of planning and teaching for an audience who is not interested, motivated to learn challenging	1			
	Organisation and managing different demands on time now that the externals are coming up and students are leaving	1			
<b>4</b>	<b>Unclassified</b>	<b>3</b>	<b>17</b>	<b>18%</b>	<b>100%</b>
	Keeping required documentation for registration up to date	1			
	Subject knowledge	1			
	Setting up own systems	1			

### Strengths of ITE

<b>1</b>	<b>There was useful course material</b>	<b>22</b>	<b>22</b>	<b>63%</b>	<b>63%</b>
	It taught me how to plan, for me the online programme balanced well planning,	5			
	General info on motivation.	2			
	It taught me communication skills	2			
	Knowledge of / confidence with assessment, assessment	2			
	Gave me and understanding of the way I teach and how the curriculum can be used to give students effective learning. Curriculum – now I understand how the document works and how to use it.	2			
	Strategies and theories for engaging students in their learning – diversity aspects and differentiation	1			
	Current teaching philosophy and strategies – many of the cutting edge PD seminars I attend are very similar to what we went through at VUW. Such as transparent learning intentions, reading strategies etc.	1			
	Practice in being reflective	1			
	Preparation of some resources	1			
	Knowing students. Relating to them. Considering their diversity	1			
	It was current, in depth and information rich.	1			

	Overall I am pleased with the tools, information and experience the online programme provided me.	1			
	Strengths – the links to other relevant reading material.	1			
	Scaffolding skills – was easy to understand.	1			
<b>2</b>	<b>I learnt about behaviour management</b>	<b>7</b>	<b>29</b>	<b>19%</b>	<b>82%</b>
	There was good experience on TE observing associate teachers managing behaviour of students	1			
	Facing the Classroom with Confidence – Even though I had difficulties with behaviour the strategies taught at VUW helped immensely.	1			
	Identification and application of routines and behaviour management strategies	1			
	Confidence to be the 'boss' of 30 students with varying opinions and behaviours	1			
	Practice with students – behaviour etc	1			
	At the time it seemed really good, but on TE there were associates constantly on hand to advise.	1			
	for me the online programme balanced well planning, assessment, teaching practice, behaviour management and communication	1			
<b>3</b>	<b>The VUW staff were supportive</b>	<b>3</b>	<b>34</b>	<b>9%</b>	<b>91%</b>
	The teacher support	1			
	Anne, thanks-you for your help and understanding during the course – it was appreciated!	1			
	0800 number was great	1			
<b>4</b>	<b>I learnt organisational skills</b>	<b>2</b>	<b>31</b>	<b>6%</b>	<b>97%</b>
	<u>Workload</u> – the course workload itself perhaps prepares the beginning teacher for what is to come so far as time put in.				
	Having to self manage the online course I think was good preparation for multi tasking				
<b>5</b>	<b>Unclassified</b>	<b>1</b>	<b>35</b>	<b>3%</b>	<b>100%</b>
	Strength was the block course at the university as it gave us a face to face opportunity to work with those who were lecturing us and studying beside us.	1			

### Weaknesses of ITE

<b>1</b>	<b>I needed more on teaching strategies</b>	<b>8</b>	<b>8</b>	<b>36%</b>	<b>36%</b>
	Some more ideas on keeping revision interesting	1			
	I didn't grasp the strategies for teaching higher thinking	1			
	I need more information on doing practical experiments in Science	1			
	More ideas!	1			
	More actual lesson plans	1			
	More resources for teaching	1			
	More information on effective assessment practice/knowledge to give students consistent feedback.	1			
	The programme tells us how to do things in 'an ideal world'. I'm finding now I'm teaching full time a lot of what I learnt to do I have difficulty with – particularly trying to give one-on-one time.	1			
<b>2</b>	<b>I needed more about behaviour management</b>	<b>6</b>	<b>14</b>	<b>27%</b>	<b>63%</b>
	More ideas on how to develop fundamental protocols and behaviour in class.	1			
	More classroom management eg different strategies for different situations.	1			
	Videos of teachers managing difficult situations would have been helpful	1			
	More strategies for motivating students	1			

	On TE I didn't experience difficult situations so I was unprepared.	1			
	On Te I had support, now I'm solo I get a bit lost.	1			
<b>3</b>	<b>Unclassified</b>	<b>5</b>	<b>19</b>	<b>23%</b>	<b>86%</b>
	Some forms to fill out for to help with reflection would help	1			
	Some administration tips would be useful	1			
	Ideas on how to effect policy at a school level	1			
	I needed more guidance in selecting curriculum topics on enrolment. I was prompted to do Chemistry but feel inadequate to teach this without lots of content revision.	1			
	It didn't warn me about the superhuman you are required to be/not paid to be	1			
<b>4</b>	<b>Studying Online had difficulties</b>	<b>3</b>	<b>22</b>	<b>14%</b>	<b>100%</b>
	The Secondary online programme was an intense workload. It had large volumes of work that needed to be completed in a not so natural way – forums, journals, assignments.	1			
	It would have been good to have more collegial support.	1			
	The programme would have been easier if there was consistency in the layout assignment, forum, journal, deadline templates over the different courses.	1			