

Teachers and Curriculum



THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

KAI AKO ME TE MARAUTANGA

VOLUME 8 2005



TEACHERS AND CURRICULUM

KAIAKO ME TE MARAUTANGA

VOLUME 8 2005

EDITOR:
Catherine Lang

EDITORIAL COMMITTEE:
Fred Biddulph
Ken Carr
Sherrin Jefferies
Greg Lee
Merilyn Taylor

COVER DESIGN & ILLUSTRATIONS:
Donn Ratana

LAYOUT AND DESIGN:
Barbara Hudson

EDITORIAL CORRESPONDENCE AND MANUSCRIPTS SUBMITTED FOR PUBLICATION should be addressed to:
Catherine Lang
School of Education
The University of Waikato
Private Bag 3105, Hamilton
New Zealand
email: cmclang@waikato.ac.nz

WEBSITE: www.soe.waikato.ac.nz/tandc/

BOOKS FOR REVIEW should be sent to the editor.

BUSINESS CORRESPONDENCE:
orders, back orders, subscriptions, payments and other enquiries should be sent to:

TEACHERS AND CURRICULUM
Hamilton Education Resource Centre
PO Box 1387
Hamilton

SUBSCRIPTIONS:
within New Zealand \$22 (includes postage)
overseas \$40 (includes postage)

COPYRIGHT:
School of Education
The University of Waikato

CONTENTS

EDITORIAL

Catherine Lang 3

OPINION

Trusting Teachers: Some Thoughts on the Relationship Between the Work of Teachers in Schools and the National Curriculum
Clive McGee 5

Making Links Between Learning in Early Childhood Education and School Using the 'Key Competencies' Framework
Sally Peters 9

The Voices of Children in Health Education
Margaret Scratchley & Clive McGee 17

The Best of Times and the Worst of Times for Young People: A Tale of Two Surveys
Peter Stanley 25

Challenges for beginner Writers
Stephanie Dix 31

Productive Conjunctions:
The Design of Effective Literacy and Thinking Tools
David Whitehead 35

High School Students' Understanding of Sampling Variability: Implications for Research
Sashi Sharma 43

A Developmental Perspective on Mathematics Teaching and Learning: The Case of Multiplicative Thinking
Jenny Young-Loveridge 49

Spirit-aware Teacher and Learner:
Relational Connectedness in Teaching and Learning
Colin Gibbs 59

"Schools Have a Responsibility to Induct Beginning Teachers":
A Narrative of a School with Multiple Beginning teachers on the Staff
Barbara White 65

COMMENT:

Setting the Standard or Standards-Setting for Teachers in Aotearoa-New Zealand
Colin Gibbs 69

Teachers and Curriculum is an annual publication of the School of Education, the University of Waikato, Hamilton, New Zealand. It includes articles about curriculum issues, research in the area of curriculum and informed curriculum practice. Reviews of curriculum-related books may also be included. The Opinion item is contributed by a leading New Zealand educationalist.

ISSN 1174-2208

NOTES FOR CONTRIBUTORS

Teachers and Curriculum provides an avenue for the publication of papers that:

- i raise important issues to do with curriculum
- ii report on research in the area of curriculum
- iii provide examples of informed curriculum focus
- iv review books that have a curriculum focus

This peer reviewed journal welcomes papers on any of these from tertiary staff and students, teachers, and other educators who have a special interest in curriculum matters. Papers on research may be full papers, or if time or space is at a premium, research notes, that is, a 2,000 word summary.

Submitting articles for publication

The editorial committee encourages contributors to ask a colleague to comment on their papers from an editorial point of view before submission for publication.

Length:

Papers or articles should not normally exceed 7,000 words, including references and appendices. An abstract must be provided. Abstracts should not be more than 100 words.

Method of submitting a paper:

Please send three high quality hard copies, without the author's name or identifiable information on the copies themselves. Once an article is accepted for publication, the author will be asked to submit an electronic copy. It is therefore important that authors retain an electronic version that is identical to the submitted manuscript.

Layout:

Please provide copy in 12 point type on single sided A4 paper, line and half spacing for the main text, with 20 mm margins on all edges. Follow the style of referencing in the *Publication Manual of the American Psychological Association (APA)*, 5th edition.

Covering letter:

When submitting a manuscript to *Teachers and Curriculum*, authors must, for ethical and copyright reasons, include in a covering letter a statement confirming that (a) the material has not been published elsewhere, and (b) the manuscript is not currently under consideration with any other publisher.

Date for submission:

Manuscripts may be submitted at any time.

Copyright:

Copyright of articles published in *Teachers and Curriculum* rests with the School of Education, the University of Waikato. Requests to reprint articles, or parts of articles must be made to the Editor via the Hamilton Education Resource Centre.

ACKNOWLEDGEMENT OF REVIEWERS

We wish to thank the following people who reviewed for this edition of *Teachers and Curriculum*.

Matt Barker
Jeanne Biddulph
Fred Biddulph
Ken Carr
David Chapman
James Chapman
Jenny Ferrier-Kerr
Linda Gendall
Colin Gibbs
Anne Grey
Catherine Lang
Frances Langdon
Greg Lee
Susan Lovett
Jane McChesney
Hilary Monk
Ross Notman
Margaret Scratchley
John Smith
Marilyn Taylor
Barbara Whyte
Hilary Wynyard
Jenny Young-Loveridge

COMMENT: SETTING THE STANDARD OR STANDARDS-SETTING FOR TEACHERS IN AOTEAROA-NEW ZEALAND?¹

COLIN GIBBS
SCHOOL OF EDUCATION
TE KURA MĀTAURANGA
AUCKLAND UNIVERSITY OF
TECHNOLOGY

Whatever they are, everyone likes good standards. And everyone wants teachers with good standards. The use of the term standards has that ever-present sense of equivocation. I am sure that the general interpretation of standards is not exactly what is meant when we hear the term teacher standards. My first question, really, is to ask, do we want to prescribe and monitor teacher standards such as those proposed for graduating teachers? The task which the TEFANZ Committee placed before the speakers at this Forum was to consider some *blue skies* possibilities for this second kind of teacher standards, for teachers in schools and early childhood centres in Aotearoa-New Zealand.

To have any sense of meaningfulness about them, teacher standards must be contextualised. So, to begin with, consider this. Teaching is an intimately relational profession that draws from the innermost part of who we are as people. It is from this source of innermost person that the power and instrumentality of teaching may begin to happen. For many of us, this beingness also includes notions of compassion and social justice, all of which help explain why we became teachers. Parker Palmer puts it rather aptly. He says:

We became teachers because we once believed that ideas and insight are at least as real and powerful as the world that surrounds us... the salvation of this human world lies nowhere else than in the human heart, in the human power to reflect, in human meekness and in human responsibility (1998, p. 20).

I am not sure how we can put standards on the measure of the human heart, the human power to reflect, human meekness, and human responsibility. But it seems to me that this is what teacher standards must actually do if they are to genuinely tap what it really means to be a wholehearted teacher.

Why then do we need professional teacher standards, if indeed we do? This question is important, for it clarifies not just the purposes and intent of teacher standards, but also it reveals how we perceive and value teachers and their work. There are numerous possibilities, but for the sake of brevity I shall briefly consider five.

1. Teacher standards to compare and rank teachers' performance
 - rating teachers' performance in order to rank so as to create a league table
 - few winners and many losers/contestable
 - if successful: potentially reaffirming
 - if unsuccessful: potential guilt, shame, failure, lower expectations, and loss of job
 - high accountability/low trust
2. Teacher standards to improve children's achievement
 - political blame scenario—blame teachers for children's performance
 - becomes personal blame scenario -- teachers always losers for the barrier is raised but not necessarily in accordance with children's achievement gains
 - if successful: potentially reaffirming
 - if unsuccessful: potential guilt, shame, failure, lower expectations
 - losers and short-term winners
3. Teacher standards for performance appraisal
 - employer control of workers/low trust
 - if successful: praise, encouragement to improve more, workload increase

- winners (keep jobs) and losers (lose jobs)
 - if unsuccessful: potential guilt, shame, failure, lower expectations, job loss
 - purpose is to maximise individual performance and to regulate teacher workload (high performers earn more work)
4. Teacher standards for reward
- incentives based (bonuses, salary increases, qualifications, other incentives)
 - competitive - especially if there is a limited incentives purse
 - based on belief that teachers need tangible rewards to be motivated
 - if successful: reinforcement
 - if unsuccessful: potential resentment
 - winners and losers
5. Teacher standards for personal-professional gain
- incentives (extrinsic and intrinsic)
 - may include incentives such as qualifications
 - low blame/high personal motivation
 - if successful: personal satisfaction
 - if unsuccessful: encouragement to try new ways?
 - winners/high trust
 - high commitment

THREE STAGES OF TEACHER EDUCATION IN AOTEAROA-NEW ZEALAND

There are three general stages that teachers progress through in Aotearoa-New Zealand. The first stage, that of preservice teacher education, leads graduates usually (but not always necessarily) to first degree level. At this point, most graduates become provisionally registered through the New Zealand Teachers' Council. The second stage is the provisional registration period which is carried out in schools or early childhood centres in which these teachers are employed. After the equivalent of two years of satisfactory practice, teachers may be granted full registration through the New Zealand Teachers' Council. The third stage is characterised by employment as a fully registered teacher during which time in-service teacher development opportunities are available.

The question then becomes, Are there demonstrable standards in each of these three stages of teacher development?

PRESERVICE STAGE

At the preservice stage of teachers' professional development, all providers of teacher education are accredited to deliver, and have their programmes approved by the New Zealand Qualifications Authority or the Committee of University Academic Programmes (on behalf of the New Zealand Vice Chancellors' Committee), and the New Zealand Teachers' Council. In addition, all these programmes must have:

- a. statements that portray expected Graduate Profiles;
- b. learning outcomes specified and satisfactory means evident as to how these are to be satisfied;
- c. internal and external moderation to ensure standards of assessment are consistent and fair; and
- d. internal and external monitoring to ensure the quality management systems are functioning adequately.

When student teachers graduate, they enter a contestable employment market where prospective employers have access to the range of providers from which to select teacher recruits for their services (ECE, primary, secondary). In doing so, one would imagine that employers will seek those graduates and maybe providers who they believe demonstrate, or are likely to demonstrate high standards.

Given these points, the question then is, Is there a need for any new standards for graduates from teacher education programmes? My short answer is that, under the prevailing surveillance and requirements, there is simply no demonstrable need.

THE PROVISIONAL REGISTRATION STAGE

All providers of provisional registration programmes are neither formally accredited to deliver their programmes nor are they formally approved by the New Zealand Qualifications Authority or the Committee of University Academic Programmes (on behalf of the New Zealand Vice Chancellors' Committee), or the New Zealand Teachers' Council. In addition, all programmes of provisional registration are:

- a. *not* required to have statements that portray expected Registered Teacher Graduate Profiles, but they need attest provisionally registered teachers as having demonstrated the Satisfactory Dimensions for Teachers;
- b. *not* required to have learning outcomes specified and satisfactory means evident as to how these are to be satisfied;
- c. *not* required to have internal and external moderation to ensure standards of assessment are consistent and fair;
- d. *not* required to have internal and external programme monitoring to ensure the quality management systems are functioning adequately (except as part of some Education Review Office audits).

THE INSERVICE TEACHER DEVELOPMENT STAGE

The profession has recently worked through the introduction of professional standards, and so I shall not enter into discussing these at this time.

What this brief analysis shows is that there are professional standards in place for teachers at the in-service stage, and there is clearly no need for graduating teacher standards. If the focus must be on any stage, then obviously it needs to be on the provisional registration stage.

STANDARDS OF PERFORMANCE, AND STANDARDS IN QUALIFICATIONS

We need to be clear from the outset as to whether standards relate to teacher performance or to qualifications for teachers. At first glance, the issue seems simple enough. But the question nevertheless is important for it can lead

us to consider how we might address the issue of teacher standards, especially for the stage of provisional registration as outlined earlier.

The key point is that teaching is not a performance, nor is it a series of performances, and to treat it as such is to limit our understandings about teachers and their work. To illustrate, because teaching is, of, and about living, we might ask a parallel question, If teaching is a performance, then is life a performance as well?

Price (1974) examined four interpretations of the term performance:

- a. performance as an action of a thing (describing the performance of a rock as it falls under gravity);
- b. performance as in the case of acting in a prescribed and intended manner (such as a drill making a hole in timber);
- c. performance relating to the connection of parts of a work (e.g., Beethoven's sonata); and
- d. performance as a person's action in accord to a moral code.

He concluded: 'I can find no other senses of the word 'performance'; I conclude that it is wrong without the invention of some new sense, to describe teaching as a performance at all...' (p. 326).

OUR EARLY ATTEMPTS: THE QUALSET PROJECT

Our earliest attempts to set standards for teachers in Aotearoa-New Zealand are probably best encapsulated in the QUALSET Project which aimed to produce qualification standards in the education of teachers (Gibbs & Aitkin, 1995; Gibbs & Munro, 1994). QUALSET was based on the New Zealand Qualification Authority's mission to convert all qualifications into unit standards. It can now be said that our participation as writers was essentially what might be termed participatory resistance. Nevertheless, in spite of the shortfalls of the unit standard approach, there were some interesting outcomes from the QUALSET Project, some of which are important to consider as part of the way forward:

1. Though it came as no surprise to those involved in education, we were able to demonstrate through the unit standard approach that teaching is both complex and unpredictable;

2. To some degree, we were able to shift the focus of NZQA on its central concern to define terminal outcomes, onto considering that activities such as teaching involve not only terminal outcomes, but process outcomes, and multiple ones at that;
3. We highlighted that teaching involves more than simply knowledge and skills. One problem with unit standards and many teacher education standards is that they are based on the simplistic notion of what teachers know and can do. Teaching does involve knowledge and skills. But it also engages thinking, creating, attitudes, beliefs, and practical and moral dilemmas. And central to this are teachers' beliefs which mediate between what they believe and can do, and whether they will act in accordance with those beliefs;
4. The descriptions of standards in the unit standards approach, related to qualifications in teacher education, not to teaching performance.

A WAY FORWARD

Not surprisingly, therefore, I am advocating a focus on teacher qualifications because, for teachers, these can be self-motivating, self-regulating, and are premised on trust rather than distrust. Furthermore, they are not based on teaching performance, which inevitably may become inspectorial, judgemental, and premised on the suspicion of trust.

In this regard, and though it has been subject to some criticism, there are aspects of the National Board of Professional Teaching Standards (www.nbpts.org/standards/stds.cfm) that I believe have utility, especially during our provisional registration stage. There are two key areas of difference, though, between what the NBPTS do and what I would recommend.

First, the propositions underpinning the standards need to be reframed to suit both the context for teachers in Aotearoa-New Zealand and to address the dependence on what teachers know and can do. Secondly, I would propose that we introduce a qualification-based provisional registration period.

THE FIVE CORE PROPOSITIONS WHICH INFORM THE NBPTS

The five core propositions which inform the NBPTS are premised on *what teachers should know and be able to do*. Specifically, they are:

- | | |
|---------------|--|
| Proposition 1 | Teachers are committed to students and their learning; |
| Proposition 2 | Teachers know the subjects they teach and how to teach those subjects to students; |
| Proposition 3 | Teachers are responsible for managing and monitoring student learning; |
| Proposition 4 | Teachers think systematically about their practice and learn from experience; |
| Proposition 5 | Teachers are members of learning communities. |

Teachers participate voluntarily in the NBPTS, but there are a variety of incentives such as bonuses and salary increases for participation. In general, the process involves the submission of a portfolio which is required to include three kinds of evidence, namely, samples of student work, videotape of classroom practice, and documentation of accomplishment outside the classroom. Assessors, who are drawn from the profession, are trained over several days, and score teachers' evidence on four levels (from Level 1: Low through to Level 4: High).

SOME PROBLEMS WITH THE CORE NBPTS PROPOSITIONS

1. They provide little account for thinking, dispositions, and beliefs of teachers
2. They are premised on the view that knowing what and how to teach somehow predicts that teachers will act in accordance with such knowledge and beliefs. Motivation theory highlights that willingness is linked to motivation; motivation to beliefs, and beliefs to action.
3. It is agreed that teachers need to think systematically but they also need to think creatively, intuitively, reflectively, and flexibly.
4. While acknowledged, there appears to be a limited interpretation of what is meant by diversity of teaching methodology.

SOME PROPOSITIONS I BELIEVE OUGHT TO UNDERPIN TEACHER STANDARDS

1. Teaching is intimately relational. It involves connectedness with self, others, one's past, one's place of being...
2. Teaching engages the whole person (emotionally, physically, cognitively, spiritually).
3. Teaching is a journey, of self-as-person and self-as-teacher, acquiring agency as teachers so that their self-efficaciousness remains robust no matter what teaching challenge confronts them.
4. Because teaching comes from the person within, effective teachers are committed to career-long learning and self-improvement
5. Teaching engages all forms of thinking including reason, reflection, intuitive insight, flexibility, creativity, and innovation.
6. Teaching is characterised by teaching methodologies that are diverse, and shared as well as personal.
7. While teaching requires knowledge and skills, it also includes attitudes, beliefs, and thinking.
8. Teaching is a human, social, moral, political, cultural, and community activity.

A PROPOSAL BASED ON SUCH PROPOSITIONS

During their provisional registration years, Year 1 and 2 teachers could subscribe to an induction qualification delivered through accredited teacher education providers. Because TEFNZ is committed to a degreed profession, it would seem logical to suggest that this qualification be at post-graduate level. Also, because teachers are employed during these years, the qualification ought to be of one academic years' equivalence, or less.

Candidates would be required to produce a practice-based exegesis in any form (such as film, visual, web-site etc) recording their self-journey. The evidence needs to be of a publishable standard and ought to be such that it has the potential to inform other teachers and teacher educators and thereby serve to advance the profession. The evidence would be subject to assessment in the second year. Assessors ought to include not only teacher educators from the providers, but also practicing teachers. An oral examination may be supported by other materials such as an exhibition of teaching artifacts.

The assessment, in the first instance, is for the award of the qualification. However, the report from the examiners could be used as evidence for the New Zealand Teachers' Council to determine full registration status.

I suggest there are at least five kinds of evidence that needs to be demonstrated.

1. Evidence of the reflective journey involving self-as-person, and self-as-teacher. This journey ought to include evidence of relational connectedness, and identification and clarification of beliefs and how these translate into personal teaching.
2. Evidence that highlights how the teacher as whole person meets the holistic needs of students. This would include the examination of all domains, including the aesthetic, spiritual, cognitive, physical, emotional, and social.
3. Evidence of transformation in, and through, personal teaching by involving reasoning, reflection, cognitive flexibility, creativity, and intuitive insight.
4. Evidence of holding, seeking, and using knowledge about teaching and knowledge for teaching.
5. Evidence of critical examination of literature, research, and personal practice.

IN SHORT, THEN, WHAT ARE THE BENEFITS OF SUCH A PROPOSAL?

Several benefits can be immediately identified. First, the proposal suggests that participation be voluntary for with this will come commitment from teachers. Secondly, because it is a qualification-awarding outcome, it brings status,

credibility, and reward. Thirdly, it focuses on the journeys of people — both personally and professionally — and not on examining teaching performances. Fourthly, it is based on high trust. It is premised on the view that teachers can be trusted to think, to reflect, to experiment, to create, and to challenge. Finally, the proposal provides opportunities to celebrate teachers' work, and to enhance the profession by the sharing of professional knowledge and expertise.

BUT THREE CAUTIONS

The proposal is based on the assumption that there is a need, at least during the provisional registration period, for more demonstrable quality assurance. Teaching, as we know, is extremely demanding, and especially more so during the first two years. The demands take their toll. First then, hear the voice of a teacher in her early years, confronting the demands for accountability in teaching...

I ended up with a whole pile of stuff to do and a mountain of paper work, which felt like a huge weight, as if I had the whole world on my shoulders. I could feel the tension it was causing on a physical level. The insides of my body felt really squashed and really tight and I was in agony carrying this load of work. Every piece of paper work added to this huge weight and I couldn't do the work out of love, I was just doing it all out of anger and hatred. It just got worse and worse and I could feel my body becoming a big ball of tension. It was like a stone, nothing could get in and nothing could get out; it was all getting stuck in there and then layering and layering and layering. Everything was getting bigger and bigger, and I was getting very depressed (Schon, 2005, pp. 50-51).

Whatever we propose for teacher standards must be manageable for neophyte teachers to cope with alongside their teaching demands.

Secondly, as we reflect on the voice of the beginning teacher just quoted, we are also reminded by Parker Palmer(?) that we teach out of who we are — out of our innermost person. When the spirit is low, then teaching must be affected. How do we keep our beginning teachers in good heart? How do we help them keep their heart for teaching? And how do we do this in the midst of demonstrating teacher standards?

Thirdly, whatever we develop must respect

teachers and teachers' work. Hargreaves says:

Teachers aren't just well-oiled machines. Computers can never replace them. They are emotional, passionate beings who fill their work and their classes with pleasure, creativity, challenge and joy (1998, p. 559).

Any attempts to develop teacher standards have a responsibility to the profession to be for teachers and not against them. They must acknowledge the pleasure, creativity, challenge, and joy in teachers and of teaching. And they must ensure that teachers feel free and able to be emotionally alive, and passionate in their work.

REFERENCES

- Gibbs, C. J., & Aitken, G. (1995). *QUALSET: Qualifications standards for education in teaching. Teacher education standards (Cluster 6)*. Wellington: New Zealand Qualifications Authority.
- Gibbs, C. J., & Munro, R. (1994). *QUALSET: Qualifications standards for education in teaching. Endorsed unit standard titles for qualifications in primary and secondary teacher education*. Wellington: New Zealand Qualifications Authority.
- Hargreaves, A. (1998). Emotions of teaching and emotional change. In A. Hargreaves, M. Fullan, D. Hopkins. *International handbook of educational change* (pp. 558-575). Dordrecht, Netherlands: Kluwer Academic Publishers.
- Palmer, P. (1998). *The courage to teach: Exploring the inner landscape of a teacher's life*. San Francisco, California: Jossey-Bass.
- Price, K. (1974). The sense of 'performance' and its point. *Educational Theory*, 24, 313-327.
- Schon, P. (2005). *Wholehearted: Stories by teachers who are committed to bringing wholeness and heart to their teaching and learning*. Palmerston North: Massey University Kanuka Grove Press.

FOOTNOTES

- ¹ This paper is a summary of an invited comment to the Teacher Education Forum of Aotearoa-New Zealand Forum [TEFANZ] on Standards and Mentoring for Graduation to Registration, The University of Waikato, Hamilton, September, 2005.