

Who Owns the Practicum?  
Initial Teacher Education Initiatives  
in Three Australian States

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## **DECLARATION**

I certify that this work contains no material which has been accepted for the award of any other degree or diploma in my name, in any university or other tertiary institution and, to the best of my knowledge and belief, contains no material previously published or written by another person, except where due reference has been made in the text. In addition, I certify that no part of this work will, in the future, be used in a submission in my name, for any other degree or diploma in any university or other tertiary institution without the prior approval of the University of Adelaide and where applicable, any partner institution responsible for the joint-award of this degree.

I also give permission for the digital version of my thesis to be made available on the web, via the University's digital research repository, the Library Search and also through web search engines, unless permission has been granted by the University to restrict access for a period of time.

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# ABBREVIATIONS

## A

AAMT	Australian Association of Mathematics Teachers
AARE	Australian Association for Research in Education
ACARA	Australian Curriculum Assessment and Reporting Authority
ACDE	Australian Council of Deans of Education
ACE	Australian College of Educators
ACEL	Australian Council for Educational Leaders
ACER	Australian Council for Educational Research
ACT	Australian Capital Territory
ACU	Australian Catholic University
AEEYSOC	Australian Education, Early Childhood and Youth Affairs Senior Officials Committee
AERA	American Association for Research in Education
AEC	Australian Education Council
AEU	Australian Education Union
AIS NSW	Association of Independent Schools New South Wales
AITSL	Australian Institute of Teaching and School Leadership
ALTC	Australian Learning and Teaching Council
APST	Australian Professional Standards for Teachers
ATAR	Australian Tertiary Admission Rank
ATEA	Australian Teacher Education Association
ATRA	Australasian Teacher Regulatory Authorities

## B

BCA	Business Council of Australia
BERA	British Education Research Association
BOS	Board of Studies
BOSTES	Board of Studies, Teaching and Educational Standards (NSW)
BOSTES QTC	Board of Studies, Teaching and Educational Standards Quality Teaching Council
BRiTE	Building Resilience in Teacher Education

## C

CDA	Critical Discourse Analysis
COAG	Council of Australian Governments
CSU	Charles Sturt University

## D

DETE	Department of Education, Training, and Employment
DEST	Department of Education, Science and Training
DoE	Department of Education

## E

EC	Education and Communities
ECER	European Council for Education Research

## F

FA	Framework Analysis
----	--------------------

## G

GTIL	Great Teaching, Inspired Learning
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## I

ICT	Information and Communication Technologies
IEU	Independent Education Union
ITE	Initial Teacher Education
ITEC	Initial Teacher Education Committee

## L

LANTITE	Literacy and Numeracy Test for Initial Teacher Education
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<b>M</b>	
MACQT	Ministerial Advisory Council on the Quality of Teaching
MATSITI	More Aboriginal and Torres Strait Islander Teachers Initiative
MCEETYA	Ministerial Council on Education, Employment, Training and Youth Affairs
MCEECDYA	Ministerial Council for Education, Early Childhood Development and Youth Affairs
<b>N</b>	
NAPLAN	National Assessment Program Literacy and Numeracy
NBEET	National Board of Employment and Training
NCEC	National Catholic Education Commission
NDS	National Data Strategy
NESA	New South Wales Education Standards Authority
NITEAC	National Initial Teacher Education Advisory Committee
NSW	New South Wales
NSW CDE	New South Wales Council of Deans
NSW DEC	New South Wales Department of Education
NSW IT	New South Wales Institute of Teachers
NSW MACQT	New South Wales Ministerial Advisory Council on the Quality of Teaching
NSW NESA	New South Wales Education Standards Authority
<b>O</b>	
OECD	Organisation for Economic Co-operation and Development
<b>P</b>	
PEP's	Professional experience placements
PISA	Programme for International Student Assessment
<b>Q</b>	
QTC	Quality Teaching Council
<b>R</b>	
RIPPLE	Research Institute for Professional Practice, Learning and Education
<b>S</b>	
SA	South Australia
SCSEEC	Standing Council on School Education and Early Childhood
SIG	Special Interest Group
SLQAC	School Leader Quality Advisory Committee
<b>T</b>	
TAS	Tasmania
TEESC	Teacher Education Expert Standing Committee
TEMAG	The Teacher Education Ministerial Advisory Group
TEQSA	Tertiary Education Quality Standards Agency
TPA	Teacher Performance Assessment
TQAP	Teaching Qualifications Advisory Panel
TQAC	Teacher Quality Advisory Committee
TRB	Teachers Registration Board
TRB SA	Teachers Registration Board of South Australia
TRB TAS	Teachers Registration Board, Tasmania
<b>U</b>	
UK	United Kingdom
UNE	University of New England
USA	United States of America
UTAS	University of Tasmania
UniSA	University of South Australia
UoA	University of Adelaide

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*Omnibus*

## ABSTRACT

Over the last three decades, there have been over 100 reviews in Australia, focussing on the efficacy of teacher education; many, critiquing initial teacher education as unsatisfactory and in need of reform. The same partially effective recommended solutions to problems have continued to be implemented over time. As such, it can be considered that these on-going past repeated solutions, do not attempt to provide resolution(s) but continue to fuel long-standing debate about initial teacher education.

This research looked at whether the recent changes to initial teacher education, with particular reference to the practicum, were *substantive real change* or *just policy change*. The implications and outcomes associated with the Commonwealth claiming increased control over initial teacher education, and how various interest groups responded to the Commonwealth's assumption of increased control over initial teacher education, were examined. By analysing the general trend of initial teacher education initiatives from three varying sized Australian States, this research brought into focus the significance of the teacher practicum and as an outcome added to professional and public discourse concerning initial teacher education.

This research study used a qualitative methodology applied to policy research, utilising Triangulation, Critical Discourse Analysis (*CDA*), and Framework Analysis (*FA*), in order to understand the diversity of social and public policy issues in relation to initial teacher education. This methodology was deemed appropriate due to its suitability in addressing the research questions, allowing the possibility of three sets of data; namely, *official documents* concerning initial teacher education initiatives; *in-depth interviews* with leaders in initial teacher education, and *academics published views* on the practicum and initial teacher education reforms.

Together, the methodology and three sets of data provided a clear picture about *teacher-quality* as phenomenon; identifying that initial teacher education academics' vision of *teacher-quality* was not in-line with the way in which the phenomenon of *teacher-quality* was being used by the Commonwealth Government. This finding provides an answer to the central research question; the universities own the practicum.

## CHAPTER 1: INTRODUCTION

Initial teacher education in Australia continues to be scrutinised. In response to public demand, the Commonwealth Government established an increased presence in initial teacher education. Now, the Commonwealth Government not only funds universities, but through the introduction of the AITSL Standards, has enabled a means for driving its own agenda in relation to the teaching profession; an agenda that has led to significant changes in the teaching profession. As a result, university initial teacher education programs that were once autonomous, are now increasingly accountable to external control.

As such, this research looks at whether the recent changes to initial teacher education, with particular reference to the practicum, are *substantive real change* or *just policy change*. The implications and outcomes associated with the Commonwealth claiming increased control over initial teacher education, and how various interest groups responded to the Commonwealth's assumption of increased control over initial teacher education, are examined. By analysing the general trend of initial teacher education initiatives from three varying sized Australian States, this research brings into focus the significance of the teacher practicum and as an outcome adds to professional and public discourse concerning initial teacher education.

Within this chapter, the theoretical and conceptual foundations that underpin this research study are introduced and the content of this thesis are delineated. Initially, the need for this research is identified and the problem is described; situated in a broader educational context that includes a summary of the inquiries, substantiating this study.

Furthermore, the research problem and purpose are described in a logical and concise manner; expressing the main intent of this study. In turn, the researcher aims to enable the reader to understand the central issue pertaining to this research study.

This is approached through the use of open-ended research questions, directly tied to the purpose, followed by the overview of the methodology approach; research setting; sample and sources of data; methods of data collection, and an introductory description of the analysis approach and tools.

The justification of this research study is presented as a logical argument with the significance of the research addressing the benefits from this study. In justifying the research study, the role of the researcher is also considered. The way in which the researcher carried-out the research holds importance; therefore, it is within this chapter that the researcher's beliefs and bias are identified, establishing how they contributed to the researching role.

An aspect pertaining to the researcher's role entailed the definition of key terminologies. Understanding of the terminologies not only clarifies how the terms are used in this research but also illustrates the researcher's position of understanding of the terminologies, in turn aiming for explicit clarity for the reader.

## **1.1 The problems' statement**

There have been a multitude of reports in Australia, focussing on the efficacy of teacher education. Many, critique initial teacher education, inclusive of the practicum, as unsatisfactory and in need of reform. Repetitive, partially effective recommended solutions to problems in initial teacher education have continued to be implemented over time. As such, it can be considered that these on-going past repeated solutions, do not attempt to provide resolution(s) but continue to fuel long-standing debate about teacher education.

Within this context, the Commonwealth Government has assumed increased control over initial teacher education; with an accountability agenda in tow, initially instigated through the implementation of the AITSL teaching standards. As such, initial teacher education in Australia has increasingly become subordinate to business paradigms, in a way that has impacted upon the entire profession; now, "often restructured through political decisions" (Andersson, 2002, p. 259). In turn, increased pressure exists to meet political and business objectives (Au, 2011; Australian Government, 2016; Hess 2011). These pressures have impacted upon the practicum, leading to a practicum under pressure. However, impact has not been isolated to the teaching profession, alone. Collectively, universities, schools, and the broader community are also affected. School and university students are beginning to enter society under the prescribed standardised approach to education. Society too, will be impacted upon through the quality of teaching.

The inquiries substantiated the need for this research study, with a particular focus on the practicum; a component of initial teacher education that holds ongoing importance and a direct *hands-on* connection between the teaching profession and the broader community, at large. A detailed discussion, drawing upon the inquiries that focussed upon the aforementioned problems, is in Chapter 2.

## 1.2 Statement of purpose

The research purpose is comprised of two parts; looking at the implications and outcomes associated with the Commonwealth assuming increased control over initial teacher education and whether the changes to initial teacher education, with particular reference to the practicum, are *substantive real change* or *just policy change*; the former refers to longstanding actual solution(s) for initial teacher education programs, while the latter refers to a course of action subject to the whims of changing governments and ministers, without leading to real long-term practical change within initial teacher education programs.

This research study does not look at contemporary policy practices and their implementation in initial teacher education programs. Rather, implications and outcomes of the Commonwealth's assumed increased control over initial teacher education are investigated with a focus on three varying sized Australian States (NSW; SA; TAS); chosen for their difference in physical size, population, economic growth, and approaches to initial teacher education, with a focus on the practicum. It is the researcher's intent to add to professional and public discourse concerning initial teacher education from the perspectives of those actively involved in initial teacher education.

## 1.3 Research questions

The questions guided the direction of this research and also assisted in the delineation of the scope of this research study. The research questions directly link to the purpose of this research:

- What are the implications and outcomes of the Commonwealth assuming increased control over initial teacher education?
- Are the changes to initial teacher education, with particular reference to the practicum, *substantive real change* or *just policy change*?
- How have the various interest groups responded to the Commonwealth's assumption of increased control over initial teacher education?
- How is the importance of the practicum perceived, in relation to initial teacher education programs as a whole?
- Whom does the practicum serve?

Additionally, the *in-depth interview* questions were:

- How have the various interest groups you are linked to responded to the Commonwealth's assumption of increased control over initial teacher education?



- From your observations, what are the implications and outcomes of the Commonwealth assuming increased control over initial teacher education?
- What are your views on the changes to initial teacher education, with particular reference to the practicum?
- How do you see the importance of the practicum in relation to initial teacher education programs as a whole?
- Whom does the practicum serve and who owns it?

These all led to the central research question:

- Who owns the practicum?

Through the acknowledgement of existing pressure within the teaching profession to meet political and business objectives, as stipulated in 1.1, possible contenders for *owning the practicum* are considered. These are: university faculties and schools of education; corporate and state-based statutory education authorities, and the Commonwealth Government. The research questions directly address this scope of contenders. Additionally, it is important to state from the outset that there are at least three other possible answers to the central research question; initial teacher education students who do the practicum, the schools that provide the student placements, and the mentor teachers who supervise the initial teacher education students. None of these have been included in this study since the focus of this thesis is policy and the structures that potentially have the power to make policy for initial teacher education.

## **1.4 Overview of the methodology**

A qualitative research methodology, suitable for applied policy research was chosen for this research study; drawing upon a *Multiple Triangulation* approach, through the integrated use of *Data-Analysis Triangulation* and *Data Sources Triangulation*. Through *Multiple Triangulation* and the combined analytical tools of Framework Analysis (FA) and Critical Discourse Analysis (CDA), three qualitative methods for gathering data were decided upon: (a) *official documents* consisting of comprehensive national and state initial teacher education initiatives (2010-2018); (b) *academics' published views* in peer reviewed state-based academic journal articles about the practicum and initial teacher education reform (2010-2017) available online, and (c) *in-depth interviews* (2016) of leaders in initial teacher education within academic and administrative education fields.

## **1.5 Rationale and significance**

The rationale for this research study is two-fold. The researcher considers that the Commonwealth's assumption of increased control over initial teacher education is having ongoing consequences for the teaching profession and broader communities; as such, there is a need for this action to be investigated. Additionally, the researcher considers that the ongoing changes to initial teacher education are directly connected to the Commonwealth's increased control in the teaching profession. Identifying whether the changes, with reference to the practicum, are *substantive real change* or just *policy change* will also contribute to identifying consequences for the teaching profession. With a focus on the three varying sized Australian States (referred to in the statement of purpose), the significance of this study contributes to professional and public discourse concerning initial teacher education.

## **1.6 Role of the researcher**

The researcher's role in planning and conducting this study was inclusive of her own experiences as data, basing the information on theoretically reconstructed information in-line with all other sources pertaining to this thesis; not directly on original experience(s). Znaniecki (1939) and Smolicz (1979) support this approach; further discussed in 4.5.1.

All information can be viewed as bias (Lawes, Ledda, McGovern, Patterson, Perks, & Standish, 2007); as such, the utmost care was taken by the researcher to exclude personal bias from original experiences as a professional educator. In particular, researcher observations and experiences as a school teacher and higher education program developer, involving initial teacher education (ITE) official documentation, were taken into consideration. For example: Australian professional standards for teachers (AITSL, 2011); Accreditation of initial teacher education programs in Australia, Standards and Procedures (AITSL, 2015); Guidelines for the accreditation of initial teacher education programs in Australia (AITSL, 2016).

Any possible bias that may have occurred during the planning and conducting of this research is deemed as minimal by the researcher, due to the researcher's strict observations and actions pertaining to the research methodology and the opportunities for reflective practice with the Principal Supervisor. The researcher's insights and understandings were scrutinised through the analytical tools used in this research study (section 4.5.1) and reflective practice with the Principal Supervisor. These insights and understandings are listed in Appendix B, Table 6; Appendix C, Table 4.

## 1.7 Definition of key terminologies

The meanings of particular terminologies can alter, depending on the context, conceptual framework or type of research study. Explicitly defining or explaining the terminologies not only adds precision to the meaning of such language but also enables clarity of understanding for the reader. Therefore, it is of utmost importance that relevant terminologies are operationally defined or explained, in order to clarify how the language is used in this research study. As such, within this study, the following key terminologies are defined as follows:

**Official documents:** Written documents that provide information of an official nature, originating from the Commonwealth Government; Australian State Government(s); AITSL, and the Teacher Education Ministerial Advisory Group (TEMAG).

**Comprehensive National and State ITE initiatives (online):** Refers to the commencement and ongoing implementation of a series of official document actions that focused on ITE (2010-2018), stemming from the TEMAG report, State ITE documents (NSW; SA; TAS) and AITSL ITE documents.

**ITE inquiries:** Refer to teacher education inquiries from 1980-2007 with a direct connection to both government and ITE. Inquiries consist of varying reports, but all include recommendations and/or conclusions.

**Robust policy:** Policy that effectively performs despite changes in requirements and/or various contextual conditions.

**Leaders in ITE:** Knowledgeable and experienced experts in ITE who are acknowledged by professional peers and the general public as experienced and knowledgeable leaders, in ITE - who hold, or recently held for a sustained period of time, an educational leadership position in either NSW, SA, or TAS.

**State-based academic journal articles:** Refers to academic journal articles that have all-or-most author(s) directly affiliated with either NSW, SA, or TAS at the time of writing the article.

**Commonwealth Government:** The Commonwealth Government (also referred to as the Federal Government and Australian Government) refers to the central national government given specific designated powers over the states at the time of federation (1901) and subsequently the territories of Australia.

**Practicum:** The practicum (also referred to as professional experience; professional experience placement; teaching practice; professional practice; the placement; clinical experience, and field placement) refers to the supervised practical teaching component of an initial teacher education program.

## **1.8 Delineation of the remaining chapters**

The delineation of the remaining chapters is as follows:

**Chapter 2:** The overview of the problems are researched through a review of ITE inquiries. The results of the inquiries that are covered are referred to from the outset, with an explanation of inclusions. Results are synthesised across the studies and comparisons and contrasts are identified from the different research perspectives and outcomes. The review of inquiries is organised by broad to narrow themes; each theme concluding with a summary, leading to the research questions.

**Chapter 3:** The research methodology is discussed. Initially, the research paradigm is described and justified followed by the suitability of the qualitative applied policy research methodology in addressing the research questions. Additionally, the research setting is discussed, providing the issues related to the problems; after which, an explanation and justification of the sources are provided, inclusive of participant ethical considerations.

Additionally, all data collection methods are described and identified; including, how, where, and when the researcher collected the data. Furthermore, the approach and analytical tools are described and justified.

Upon completion of the aforementioned considerations, ethical considerations, credibility, and dependability are discussed and inclusions, key limitations, and delimitations are addressed; concluding with a summary that highlights what the chapter identified.

**Chapter 4:** The background to analysis is discussed and an important overview is established about where the information originated from, the identification of important source features, and the relevance pertaining to the issues with ITE in NSW, SA, and TAS.

The background analysis of the sources of data are continuously related to the problems' statement, purpose, and research questions. Analysis was achieved through the simultaneous application of the *CDA* guiding questions and the *FA* contextual category consideration. Upon

completion of the background analysis, results are synthesised through the use of a *Multiple Triangulation* approach. The position of researcher, is also included in the background analysis.

**Chapter 5:** An in-depth analysis, interpretation, and synthesis are provided through further *FA* and *CDA* systematic research steps. Guiding *FA* and *CDA* research questions are placed at the beginning of each analysis section, leading to explanations, interpretations, and transferability of the results to other educational settings and the broader community.

**Chapter 6:** The findings are discussed, leading to an understanding of the underlying factors affecting the various social and public policy issues, directly aligned to teacher-quality. The intrinsic nature of the issues and their intentions are illuminated, resting on the conjecture that warrant the actuality of the social and public policy issues. In turn, this research brings into focus the significance of the teacher practicum and as an outcome adds to professional and public discourse concerning initial teacher education.

# CHAPTER 2: OVERVIEW OF THE PROBLEMS

## 2.1 Introduction

Teacher education inquiries have focussed upon ITE for many years within Australia and since the late 1970s, there have been over 100 reviews on teacher education, nationally. With these reviews, has come increased and sustained scrutiny (Harris, Moran, Long, 2010; Lingard, Thompson, & Sellar, 2016; Mayer, 2014). In turn, this scrutiny has led to an increased focus upon the teaching profession by government.

Although literature covers a broad range of topics within ITE, inclusive of government input, this review looks at the assumption of government control over ITE and the resulting changes, with particular reference to the practicum.

This was achieved through making use of library search engines, policy data bases, and then academic reference lists and bibliographies. In reading and note-taking, the EndNote software program proved to be very useful, as the researcher was able to track reading and organise the reference lists.

After building a considerable library of sources, the research was able to determine the scope of this review. Re-occurring themes arose about teacher-quality; the practicum, and regulation within education. The researcher made the decision to focus upon teacher education inquiries from 1980-2007. This scope was decided upon due to its direct connection with both government and ITE. Additionally, the review of the teacher inquiries, together with the incorporation of articles that were relevant to the particular issue being discussed, led up to the period of time chosen for investigation and analysis within this thesis. The researcher considered this approach to be important due to the representation in the inquiries of different social and public policy origins and issues that impacted upon the position of ITE within contemporary times.

This chapter is organised into three named sections, influenced by the three re-occurring themes from this review; namely, *scientific management*; *practicum under pressure*, and *teacher-quality*. This approach situates this study in the context of previous research and policy, pertaining to ITE and presents a critical synthesis of the teacher education inquiries that focus on NSW, SA, and TAS; including national inquiries that dealt with these three states. The presentation of this discussion is similar to the pattern used in the subsequent research investigation chapters. In conclusion, this chapter provides a conceptual framework, that leads to the research methodology of this thesis.

## 2.2 Scientific management

*Exordium.* More than one hundred years ago, at the turn of the twentieth century business values became a powerful influence upon education (Callahan, 1962; Rodwell, 1992; 2003). Business values and practices were introduced in educational administration in order to make education more practical in serving a business society. In an effort to meet the economic needs of the time, a system of increased productivity from human labour was developed and named *Scientific Management* (Callahan, 1962).

Publicity about *Scientific Management* in the United States led to overwhelming criticism of the education profession by business and the media (Callahan, 1962; Rodwell, 1992). “By the beginning of World War I the same developments would be recognisable in Australian departments of education” (Rodwell, 1992, p. 11). McCoy’s administration in Tasmania and Peter Board’s administration in New South Wales support this claim. In response, educators increased their efforts to meet the demands of these critics (Callaghan, 1962; Rodwell, 1992).

The implementation of *Scientific Management* as an industrial management system was driven by a managerial philosophy of *efficiency* and the identification of a single way to best approach a task (Callahan, 1962; Kim, 2018; Neyland, 2010). Procedures in education were standardised by drawing comparisons between schools and business practices. As a result, administrators endeavoured to increase productivity (Callahan, 1962; Ireh, 2016; Neyland, 2010; Rodwell, 1992; 2003).

However, business values became discredited in the upheavals of two world wars and a great depression. Through the 1960s to 1990s, a growing emphasis on equality of opportunity, a loosening of bureaucratic controls, and greater freedom for individuals and cultural groups was evident in society; reflected in the contributions by Professor Jerzy Smolicz who influenced the inclusion of language and culture into school settings; evident in government reports that led to education policy (Secombe, Zajda, 1999).

Smolicz’s multicultural model for Australian society was based on a balance between the core values of the various minority groups and the overarching values shared by Australians of all cultural backgrounds (Secombe, 2016, p. 265).

Furthermore, greater freedom for individuals and cultural groups was evident in the South Australian Committee of Enquiry into Education reports headed by Karmel (1971) and Keeves

(1981; 1982) where the equality of learning opportunities for all Australian society, was discussed.

Yet, over the last three decades industrial development, population growth, and the establishment of a global economy have accompanied a return to business values in education and the foundations of *Scientific Management* have re-emerged, but in a new guise more often called business paradigms. As a result, educational decisions are focussed on financial, logistical, organisational problems and the degree of economic value of particular learning disciplines (Kim, 2018; Neyland, 2010). To this day, educators remain vulnerable to public opinion and societal influences (Ireh, 2016; Kim, 2018).

Australian politicians; educational administrators; contemporary business, and the media have sought to highlight the needs, concerns, and problems of education in order to better serve the economic needs of local and broader communities (Call, 2018).

As a result, education has become increasingly standardised particularly by the implementation of national testing and the requirements of the digital age. Standardised testing today can be identified as a basic foundation for an educational system that promotes a *factory style* production of learning, and serves as an important tool for control over teaching (Au, 2011).

Such factory ideals are driven by objectives “that provide standards to be employed in the measurement of results” (Au, 2011, p. 27). These objectives allow the curriculum to be divided into many components that can be standardised, predicted, taught in a similar manner and are readily assessable. As a result, *Scientific Management* principles are today applied in education, allowing for consistent administrative control over teaching processes due to increased surveillance over teaching practices (Au, 2011; Kim, 2018).

Such an approach to education is promoting standardisation of the teaching process which hampers and significantly challenges teaching approaches. Standardised tests objectify students “by reducing them into decontextualized numerical objects for comparison” (Au, 2011, p. 37). This approach reduces students, with all of their own idiosyncrasies, to a comparative numerical test score and a *product* which directly links the logic of *Scientific Management* to contemporary teaching (Au, 2011).

***Changes in Higher Education.*** Higher Education was often a topic of debate during the 1980s, due to major political change in Australia (Knight, Lingard, & Porter, 1994; Lingard, Bartlett, Knight, Porter, & Rizvi, 1994). Increasingly, what was termed “economic rationalism was



shaping the discourse on political intervention in health, education and business at all levels of decision making” (Aspland, 2006, p. 151).

The most significant changes for education were introduced by the Hawke-Keating government through the reforms of John Dawkins (1988), the Federal Minister for Employment, Education and Training. As a result of the implications of the higher education unified national system, introduced by Dawkins, the university sector experienced an education, marketing and reform convergence. Additionally, the Dawkins reforms introduced the Higher Education Contribution Scheme. Universities were encouraged (due to reduced funding) to become increasingly financially independent by sourcing more private funding through research grants and business initiatives (Aspland, 2006).

These reforms, which directly connected marketisation with universities, greatly influenced the way in which teacher educators operated (Coaldrake and Steadman, 1998). New teacher education programs had to be designed in order to meet university accreditation, teacher registration regulations, increasing criticism of the teaching profession and teacher education research outcomes, inclusive of the practicum.

In addition, the Labour government initiated a review (Strengthening Australia’s Schools, 1988) where education was seen as a key component in applying economic reform. This led to great debate and considerable review within Australian education sectors (Knight, Lingard, & Porter, 1994). Around the same time, teacher education inquiries were seen to support the concept of creating standards for the teaching profession, highlighting the issues of teacher quality and improving upon community image (Ramsey, 1998).

Without a doubt, increased regulation was being placed upon the teaching profession by Commonwealth authorities, in turn eventuating from State governments. At the same time teaching professionals were aiming to establish greater independence through recognition of professionalism within the workforce (Groundwater-Smith & Sachs, 2002) in response to decreasing public and political confidence in education.

***Evidence from teacher education inquiries.*** It is from the 1980s, that a corporate and economic rationale for education, re-emerged; as business values came to dominate, educational policy changed. The corporate language of business was introduced to education policies, in relation to government and business priorities.

This is evident through recommendations and conclusions in the national (12), NSW (8), SA (2), and TAS (1) teacher education inquiries, with a particular focus on ITE, published between 1980 and 2007. Representative examples, inclusive of full reference to the inquiry concerned, are:

A core of studies and learning experiences should be required of all students in pre-service teacher education. The core should consist of:... Australian society in its national and international settings, social trends, economics, politics, ideologies and values (National Inquiry into Teacher Education, 1980, p. xxvii, *Report of the national inquiry into teacher education*. Canberra: Australian Government Publishing Service). [Auchmuty Report];

That the Education Commission undertake as a matter of urgency a study of the whole question of employment policies and selection into teaching with particular reference to the impact such policies have on the level of intake into teacher education... and the quality of teachers entering the service (Committee to Examine Teacher Education in New South Wales, 1980, p. 213, *Teachers for Tomorrow. Continuity, challenge and change in teacher education in New South Wales*. Sydney: Government Printer). [Correy Report].

That the Commonwealth promote the establishment of system-wide committees consisting [of] representatives of higher education institutions, employers, teachers and parents whose function would include:... Developing professional development strategies in relations to Commonwealth and System priorities (National Board of Employment, Education and Training, 1989, p. ix, *Teacher quality: An issues paper prepared by the schools council*. Canberra: The Board);

Equally, all our schools must be highly responsive to emerging opportunities; none can afford to ignore the implications of the new economy for the business of education (Ramsey, 2000, p.72, *Quality matters, Revitalising teaching: Critical times, critical choices. Report of the review of teacher education, New South Wales*. Sydney, NSW: Department of Education and Training);

There are currently significant shortages of specialist teachers in science, mathematics and technology in various areas of Australia... These areas also underpin many of the economy's current trades and professional skills shortages and are highly significant to securing Australia's competitiveness in research and development globally (Department of Education, Science and Training (DEST), 2005, p. 25, *Submission to the House of Representatives Standing Committee on education and vocational training inquiry into teacher education*. Canberra: Australian Government).

Inclusive of corporate language, for government and business priorities, was the use of the term *stakeholders*. It was a most regularly used word, across the 1980-2007 teacher inquiries. The

term *stakeholders* had been used in business paradigms and discourse since 1963, where it was first used at the Stanford Research Institute and later developed by R.E. Freeman, but entered educational discourse in the 1980s. Yet, despite the regular use of the term, one of the major challenges in improving ITE programs has been the confusion over roles and responsibilities amongst the various *stakeholders* (Allen, 2011; Yayli, 2008).

Allen (2011) stated that defining roles and responsibilities of *stakeholders* was critically important but a “lack of definition explains the wide variance in the ways in which they and student teachers interact” (Allen, 2011, p. 743). Examples of the use of the term are found in the following excerpts:

Fostering partnerships is a complex and wide-ranging issue, concerning which much practical and theoretical work is being done by many individuals and stakeholders in initial teacher education. Within the resources of this project, and mindful of our primary focus on the National Standards and Guidelines for Initial Teacher Education, we could only deal with certain aspects of the topic (Australian Council of Deans of Education (ACDE), 1998, p. 1, *Preparing a profession: Report of the national standards and guidelines for initial teacher education project*. Canberra: ACDE) [Adey Report];

Strategically implemented partnerships between stakeholders will be key to the essential ongoing work required in both areas. While much of the responsibility for a workforce management strategy lies with employing authorities in partnership with teacher education providers and regulatory bodies, other institutions such as governments and professional associations must share the challenge of designing and implementing mechanisms to ensure that each part of the strategy incorporates effective methods of quality assurance (DEST, 2005, p. 5, *Submission to the House of Representatives Standing Committee on education and vocational training inquiry into teacher education*. Canberra: Australian Government);

Problems in securing practicum placements are likely to continue until all stakeholders develop a stronger sense of shared responsibility for preparing the next generation of teachers. The Australian Government should encourage a more collaborative approach to teacher education and better partnerships would provide a mechanism to achieve this (House of Representatives Standing Committee on Education and Vocational Training, 2007, p. xxv, *Top of the class: Report on the inquiry into teacher education*. Canberra: Commonwealth of Australia);

Furthermore, *accountability* mechanisms for *stakeholders* (inclusive of the public) were developed and put into place by government, for ITE providers. These measures which had an

increased presence within the teaching profession represented an ongoing example of *Scientific Management* at work. Relevant examples within the ITE inquiry documents were:

2.1 (2.1.1) Procedures and criteria for program development, implementation and monitoring... The procedures should also ensure the accountability of initial teacher education providers to stakeholders and the general public (ACDE, 1998, p. 16, *Preparing a profession: Report of the national standards and guidelines for initial teacher education project*. Canberra: ACDE). [Adey Report];

The Commonwealth Government facilitate the development of a national professional teaching standards and registration body to have the responsibility, authority and resources to develop and maintain standards of professional practice. The national body should work closely with State Governments and peak teaching organisations. The national body will: Establish standard of professional practice which take into account what teachers should be expected to know and be able to do (Senate Employment, Education and Training References Committee, 1998, p. ix, *A class act: Inquiry into the status of the teaching profession*. Canberra: Commonwealth of Australia);

A mandatory scheme for on-going professional development is one of the profession's responses to increased public scrutiny and demands for accountability (Ramsey, 2000, p.100, *Quality matters, Revitalising teaching: Critical times, critical choices. Report of the review of teacher education, New South Wales. Sydney, NSW: Department of Education and Training*);

Accountability is fundamentally about overall verification of the quality of outcomes, or more particularly, whether the expectations of key stakeholders are met. Accountability is essentially a top-down or externalised process, and typically refers to large systems, based on the accountability of individuals or enterprises to those in higher authority (Ramsey, 2000, pp. 104-105, *Quality matters, Revitalising teaching: Critical times, critical choices. Report of the review of teacher education, New South Wales. Sydney, NSW: Department of Education and Training*);

Accountability involves the requirement that one group (here a profession) provide an account or justification of its activities to another group (here the public) in return for the trust or privileges granted to the former by the latter. Accountability also normally involves the expectation that the accountable group be willing to accept advice or criticism from the public and to modify its practices in the light of that advice or criticism (Senate Employment, Education and Training References Committee, 1998, p. 12, *A class act: Inquiry into the status of the teaching profession*. Canberra: Commonwealth of Australia); Somewhat similar considerations render the issue of accountability also problematic. In a strong sense governments are both the "accountable for" and the "accounted to" when it comes to the teaching profession. Add to this the electoral accountability of governments to the public where the public is also the major user of the teachers whom

governments are responsible for producing and the picture becomes exceedingly complicated. In the Committee's view, both governments and the teaching profession must be mutually responsible for the standards of Australian schooling. These responsibilities should be separated out in a way which helps to clarify which standards are more properly the province of which group, and where the lines of accountability should be drawn (Senate Employment, Education and Training References Committee, 1998, p. 13, *A class act: Inquiry into the status of the teaching profession*. Canberra: Commonwealth of Australia);

However, mutual responsibility and a clarity of accountability roles, was not apparent in any of these documents. It can be considered that what emerges out of this review is a redefined concept of *accountability*; one that has been dictated by government policies, which have in turn been influenced by business paradigms.

For instance, *accountability* used to be considered as a two-way process, defined as “mutual dependence” (Smyth, 2006, p. 305), where one source was dependent on the other and vice versa. For every requirement that was placed, provision was made to meet expectation; achieved, with reciprocal responsibility (Elmore, 2002). What was previously the widely accepted definition of accountability, has since changed. “The usage of the term is argued to have both expanded and gained distance from its original meaning” (Erkkilä, 2007, p. 2).

Reflected within the teacher inquiries of this chapter, *accountability* has become re-defined and misused in relation to its original meaning in order to better serve the influential business model, dominant in society. Thus, in the 1980s, *accountability* became aligned to economic restructuring and a top-down approach to control was implemented (Smyth, 2006).

A one-way system of *accountability* arose which proved to be “a debilitating overload of political interference and media hyperbole in respect of teaching and teacher education” (Smyth, 2006, p. 310). This is reflective in more contemporary times, pertaining to *risk society* on school educational policy (Bialostok, 2015; Moran, 2015; Rodwell, 2018) but within this chapter's scope of the teacher inquiries (1980-2007), this recently developed research area of influence on educational policy is not focussed upon within this thesis since it was not mentioned at all in the ITE inquiry documents.

What happened in the teaching profession was a global shift “away from inquiry and interrogation and towards the purpose of serving policy” (Atkinson, 2004, p. 111). This is further supported by Ball (1999) who states this is due to “local manifestations of global policy

paradigms-policyscapes” (Ball, 1999, p. 196) incorporating “centralisation and prescription” (Ball, 1999, p. 197).

A “loss of meaning” (Smyth, 2006, p. 304) occurred when ITE programs acceptance of continuous educational policies, practices and levels of accountability that “prohibit thinking outside the box, or at least construct it as a sort of heresy” (Atkinson, 2004, p. 112). The way in which *accountability* has been applied to education has become a problem (Smyth, 2006). It has become involved in both left and right wing politics, accompanied by ulteriorly motivated and designed objectives. The current application of the term is a good example of the way education has become

a highly politically charged entity in the sense that it demands certain action be performed, while forcefully foreclosing on others...In presenting itself as if it has no agenda beyond the technical, the concept of accountability closes down thinking (Smyth, 2006, p. 304).

The issue here is that since 1980, a redefined concept of *accountability* has infiltrated ITE programs. Administrators in education have accepted this redefined concept, dictated by government policies, re-defined in terms of business paradigms (Smyth, 2006).

This in turn has greatly influenced *accreditation* processes within ITE programs. Relevant examples stated:

That the Minister establish a mechanism within the Department of Education and Training’s processes for accrediting university teacher education courses to seek assurances from faculties of education on the extent to which their programs are preparing beginning teachers (New South Wales Ministerial Advisory Council on the Quality of Teaching (MACQT), 1998, Recommendation 1 (1.2), *Towards greater professionalism: Teachers educators, teaching and the curriculum*. Sydney: NSW Department of Education and Training).

The mandate provided to the Institute through legislation, together with the implementation of a comprehensive system of accreditation, would in effect enable it to regulate the capacity in which teachers practise, and the status they are accorded within the profession (NSW Institute of Teachers, 2001, p.26, *Report of the taskforce on the review of teacher education in NSW*. Sydney: NSW Institute of Teachers);

Once the national system of accreditation has been established, the Australian Government should require universities in receipt of Commonwealth funding to have their teacher education courses accredited by the national accreditation body (House of Representatives Standing Committee on Education and Vocational Training, 2007, p.

xv, *Top of the class: Report on the inquiry into teacher education*. Canberra: Commonwealth of Australia);

The primary function of accreditation is to assure the public that graduates from specific programs are professionally qualified and competent (House of Representatives Standing Committee on Education and Vocational Training, 2007, p. 22, *Top of the class: Report on the inquiry into teacher education*. Canberra: Commonwealth of Australia);

Judgements about initial teacher education arrangements from within the profession need to be taken more seriously as part of the course review and accreditation process and there should be more active collaboration among the various stakeholders in the design, implementation and review of teacher education programmes (Skilbeck, & Connell, 2004, p. 12, *Teachers for the future: The changing nature of society and related issues for the teaching workforce*. A report to the Teacher Quality and Educational Leadership Taskforce of the Australian Ministerial Council for Education, Employment, Training and Youth Affairs (MCEETYA). Canberra: MCEETYA.

Closely aligned to *accreditation* and *accountability*, *efficiency* was also considered in the teacher inquiries to be an important component of educational operations; an approach very much in-line with the approach of *Scientific Management*. For instance:

Teacher education programs need to be efficient, so that they achieve the objective of preparing a fully-professional teacher within reasonable time and cost (National Board of Employment and Training (NBEET), 1990, p. viii, *Teacher education in Australia: A report to the Australian Education Council by an AEC Working Party*. Canberra: Australian Government Publishing Service);

A dilemma exists in trying to describe what it is conceptually that teachers serve... In spite of attempts to avoid hard-nosed economic terms like market forces, quality assurance, accountability, performance, bench marking, client, fee-for-service, efficiency, effectiveness, it must be recognised these are the lenses through which increasingly teachers and teacher educators are being forced to view the world. They are not going to disappear just because we do not like them (Ramsey, 2000, p.11-12, *Quality matters, Revitalising teaching: Critical times, critical choices. Report of the review of teacher education, New South Wales*. Sydney, NSW: Department of Education and Training);

Nonetheless, efforts to provide for quality assurance and accountability in education have been generally less effective than in other industry sectors where the issue of efficiency can more easily be related to the productivity of workers and bottom line targets (Ramsey, 2000, p.121, *Quality matters, Revitalising teaching: Critical times, critical choices*.

*Report of the review of teacher education, New South Wales. Sydney, NSW: Department of Education and Training*);

In particular the Review will advise on issues and strategies for improving the quality of teachers at all stages of their careers, taking into account... the relevance, effectiveness and efficiency of approaches to the practicum (practical teaching experience), and its relation to school and university settings (Ramsey, 2000, p.221, *Quality matters, Revitalising teaching: Critical times, critical choices. Report of the review of teacher education, New South Wales. Sydney, NSW: Department of Education and Training*);

The National Aboriginal Education Committee believes that the operation of enclave support programs is the quickest and most efficient way of substantially increasing the numbers of Aboriginal teachers and to achieve the national target by 1990 (National Aboriginal Education Committee, 1986, p. 26, *Policy statement on teacher education for Aborigines and Torres Strait Islanders. Canberra: Australian Government Publishing Service*);

Teacher education programs need to be efficient, so that they achieve the objective of preparing a fully-professional teacher within reasonable time and cost (NBEET, 1990, p. viii, *Teacher education in Australia: A report to the Australian Education Council by an AEC Working Party. Canberra: Australian Government Publishing Service*);

However, in contrast, alternate positions are raised:

The current setting of education is one of conflict between opposing attitudes - the bureaucratic and the professional. The bureaucrat is concerned with efficiency and statistical information to measure that efficiency. The professionals are concerned with the quality of the teaching and learning process and the needs of individual students. The bureaucrat concentrates on output and testing, the professional on input and teaching quality... (Tasmanian Primary Principals' Association, 1998, Submission 4 (114). In Senate Employment, Education and Training References Committee, 1998, p. 102, *A class act: Inquiry into the status of the teaching profession. Canberra: Commonwealth of Australia*);

The reason for the comparatively high standards for the education system is not related to efficiency or outstanding performance, nor to the quality of work done by teachers working with students: The relatively high level of public trust in the education system may be explained by the absence of those two corrupting influences, power and money, one or both of which come into play in the other institutions (MACQT, 1997, p. 19, *Raising the standing of teachers and teaching. Sydney: NSW Department of Education and Training*);

Perhaps the greatest effect on teacher morale arises from the continuing politicisation of education. The present drive for education to serve the needs of the economy strikes at the very heart of the professional



teachers' ideals and the view of education and children's interests which stems from those ideals (Tasmanian Primary Principals' Association, 1998, Submission 4 (114). In Senate Employment, Education and Training References Committee, 1998, pp. 95-96, *A class act: Inquiry into the status of the teaching profession*. Canberra: Commonwealth of Australia);

Most of the teachers who raised the issue of politicisation recognised the legitimacy of political debate on educational issues and supported it. But they strongly objected to the way in which they perceived politicians were treating them as scapegoats for all of society's failures, in much the same way as did the community more generally (Senate Employment, Education and Training References Committee, 1998, p. 96, *A class act: Inquiry into the status of the teaching profession*. Canberra: Commonwealth of Australia);

The ultimate irony, surely, is that teachers and schools are now being blamed for the unemployment situation. If that is not the ultimate - we are getting blamed for everything now. That is the present stance of some members of the present federal government (Transcript of evidence, Adelaide, 16 October 1997, South Australian Independent Schools Board, Inc. In Senate Employment, Education and Training References Committee, 1998, p. 96, *A class act: Inquiry into the status of the teaching profession*. Canberra: Commonwealth of Australia).

As such, it can also be considered that the implementation of the *Scientific Management* approach significantly reduced levels of trust upon teachers (Neyland, 2010; Smyth, 2006). Teachers need to work in partnership with communities and not be regularly on the receiving end of societal business paradigms driven by politicisation from government and business; increasing demands from society, and administrative controls. The Commonwealth's assumption of increased control over ITE, and how various interest groups have responded to this assumed control, inclusive of the teacher practicum, warrants investigation.

### **2.3 Practicum under pressure**

The constant state of change with policy decision making, as implemented by Government, is be considered to have placed the teaching practicum under pressure. Examples to support this claim are provided in NSW, SA, TAS, and National teacher inquiries from 1980-2007, referred to in this chapter. Overarching themes that arose within the teacher practicum were: *appropriate teacher practicum supervision*, the struggle to find *sufficient student-teacher placements*, and *funding* challenges.

In regard to *appropriate teacher practicum supervision*, the following inquiry statements highlighted recommendations and issues that regularly arose from the review:

Supervising teachers should be carefully selected cooperatively by the teacher education institution and the principal of the school concerned and should receive appropriate training from the institution and school (National Inquiry into Teacher Education, 1980, p. xxvii, *Report of the national inquiry into teacher education*. Canberra: Australian Government Publishing Service). [Auchmuty Report];

Supervisors are sometimes chosen on the basis of convenience to the organisation, rather than fitness for the role. Some supervisors are uncertain of their responsibilities, and have limited opportunities for preparation or training for the role (DEST, 2002, p. 106, *An ethic of care: Effective programmes for beginning teachers*. Canberra: Commonwealth of Australia);

The exposure [to particular issues] you... get depends on the supervising teacher you happen to be with. Everyone gets a different experience – there isn't any consistency (Teacher, Tasmania) (DEST, 2002, p. 107, *An ethic of care: Effective programmes for beginning teachers*. Canberra: Commonwealth of Australia);

The Enquiry recommends that institutions give consideration to the development of programmes in supervising student teachers both for their own staff members and teachers in schools. The Enquiry recommends that institutions work towards the time when all those involved in schools experience programmes are trained in student supervision (South Australian Enquiry into Teacher Education, 1980, p. xxix, *Report of the South Australian enquiry into teacher education*. Adelaide: Government Printer). [Gilding Report];

Such recommendations reinforce the importance of quality in-school and university supervision (House of Representatives Standing Committee on Education and Vocational Training, 2007, *Top of the class* report; Zeichner, 2006). A vital aspect that was directly linked to the struggle in finding *sufficient student-teacher placements*. Representative examples that arose in the teacher inquiries were:

A significant factor outside the control of schools will be the degree to which employers are able to provide and sustain the increasing demand for work placements required by students undertaking vocational courses and required by teachers as part of their training to teach vocational courses (MACQT, 1997, p. 19, *Vocational education and training in NSW schools: Meeting the need for appropriately skilled teachers*. Sydney: NSW Department of Education and Training);

Practical experience is expensive to administer, requiring significant academic time in arranging placements, maintaining liaison with host organisations and supervising neophyte professionals. The traditional model of practical experience, under direct supervision of professionals, is becoming increasingly difficult to provide due to

limited availability of placements and financial constraints in universities (Ramsey, 2000, p.110, *Quality matters, Revitalising teaching: Critical times, critical choices. Report of the review of teacher education, New South Wales. Sydney, NSW: Department of Education and Training*);

Representatives of the universities cited the difficulties their staff had in finding placements for their students to fulfil their practicum element. Professor Downes, Head of the School of Education at the University of Western Sydney, spoke of the difficulty of finding teachers prepared to supervise students: “My university makes 3,500 [practicum] placements a year. I can assure you the last 70, if the person can walk and talk we make the placements. We are so desperate that by the time we get to being able to place students in schools the issue of quality [of the mentor teacher] has long gone by. That is very distressing for us, but it is our reality” (NSW Legislative Council, Standing Committee on Social Issues, 2005, p. 47, *Recruitment and training of teachers*, report 35, NSW: Government Printer);

Practicum is a critically important part of teacher education courses and is consistently valued highly by student teachers. Notwithstanding its importance, and the number of recommendations that have been made in past reports about the need to improve practicum, problems continue. The problems include: the shortage of practicum placements (House of Representatives Standing Committee on Education and Vocational Training, 2007, p. xxv, *Top of the class: Report on the inquiry into teacher education*. Canberra: House of Representatives Publishing Unit). [Hartsuyker Report].

While universities are required to provide practicum placements for their students, there is no obligation on employing authorities or schools to offer places. In the absence of any obligation, universities must rely on the goodwill of schools and individual teachers. As student numbers have increased, so too has the need to find places. Many universities reported that they are having serious difficulties in finding a sufficient number of placements for their students (House of Representatives Standing Committee on Education and Vocational Training, 2007, p. 5, *Top of the class: Report on the inquiry into teacher education*. Canberra: House of Representatives Publishing Unit). [Hartsuyker Report].

The problem of finding placements is particularly serious in secondary schools and even more so in subject areas where there are already teacher shortages. It is also difficult for universities located in regional areas to find placements for all of their students. Universities report having particular difficulties finding practicum placements for international students (House of Representatives Standing Committee on Education and Vocational Training, 2007, pp. 70-71, *Top of the class: Report on the inquiry into teacher education*. Canberra: House of Representatives Publishing Unit). [Hartsuyker Report].

Teacher education institutions are finding that among several difficulties they face is finding suitable practicum sites (Skilbeck, &

Connell, 2004, p. 23, *Teachers for the future: The changing nature of society and related issues for the teaching workforce*. A report to the Teacher Quality and Educational Leadership Taskforce of the Australian Ministerial Council for Education, Employment, Training and Youth Affairs. Canberra: MCEETYA.

An incredible tactical effort is required in order to establish practicum placements for pre-service teachers. Such challenges with the practicum have been experienced for many years. The logistics of which impact upon efforts to build upon collaborative partnerships; such is the effort of concentration and time that is required in finding suitable placements (Brennan, & Willis, 2008; Vick, 2006; Zeichner, 2010).

Furthermore, *funding* challenges have added to the complexities of various tasks pertaining to ITE. The following relevant examples provide recommendations about ongoing issues in relation to *funding*. Additionally, it is important to note here that throughout the scope of the inquiries, varying terminology has been used in place of the word *practicum*; included terms were *teaching practice* and *field experience*, as in the quotations, below.

In the context of award restructuring, the Commonwealth initiate discussions with employing authorities, teaching unions and higher education institutions concerning the most appropriate means of allocating payments for teaching practice supervision with a view to improving the effectiveness of such practice while recognising the contribution of supervising teachers (National Board of Employment, Education and Training, 1989, p. viii, *Teacher quality: An issues paper prepared by the schools council*. Canberra: The Board);

We recognise the serious financial difficulties many universities face in providing quality programs. However, we believe that in general the field experience duration guidelines indicate the minimum necessary to achieve the graduate outcomes (ACDE, 1998, p. 353, *Preparing a profession: Report of the national standards and guidelines for initial teacher education project*. Canberra: ACDE). [Adey Report];

Paying for practicum (although allowance per supervising teacher is modest, total cost for university department/ faculty is a substantial consideration) (Skilbeck, & Connell, 2004, p. 44, *Teachers for the future: The changing nature of society and related issues for the teaching workforce*. A report to the Teacher Quality and Educational Leadership Taskforce of the Australian Ministerial Council for Education, Employment, Training and Youth Affairs. Canberra: MCEETYA.

What becomes apparent is that ongoing *funding* arrangements were neither substantial enough nor reliably placed; a problem that continues to exist in contemporary times. Brennan and Willis

(2008) raised the point that *funding* for the practicum was inadequate within Australia and fell short of meeting all associated costs pertaining to supervision and administration requirements. Additionally, the lack of *funding* did not assist in attracting across-the-board suitable supervisors for the practicums (Brennan, & Willis, 2008).

With is in mind, it is interesting that a lack of *funding* should continue to exist, despite universal knowledge that the practicum holds great importance. Every ITE inquiry within this review has supported a central approach to the teaching practicum, well placed within any ITE program (Brock, 2000).

Each period of practical experience should be planned as part of an ordered and sequential teaching practice program culminating in the student experiencing the full range of duties and tasks allotted to beginning teachers (National Inquiry into Teacher Education, 1980, p. 125, *Report of the national inquiry into teacher education*. Canberra: Australian Government Publishing Service). [Auchmuty Report];

Practicum: A purposeful series of supervised professional experiences in which student teachers apply, refine and reconstruct theoretical learnings and through which they develop their teaching competencies. It is an integral part of teacher education programmes and may include block teaching and day release in schools, micro-teaching, as well as activities in the community (Committee to Examine Teacher Education in New South Wales, 1980, p. xi, *Teachers for Tomorrow. Continuity, challenge and change in teacher education in New South Wales*. Sydney: Government Printer). [Correy Report].

Structured industry placements are now recognised as an important element of professional training in many fields of study. The practicum remains one of the most valuable elements of teacher education courses (Ramsey, 2000, p.176, *Quality matters, Revitalising teaching: Critical times, critical choices. Report of the review of teacher education, New South Wales*. Sydney, NSW: Department of Education and Training);

High quality placements for school-based professional experience are a critical component of teacher education courses. Most universities provide a range of school-based professional experiences, the most demanding and most important of which is commonly referred to as practicum. In surveys drawn to the committee's attention, beginning teachers consistently rate practicum as the most useful part of teacher education courses (House of Representatives Standing Committee on Education and Vocational Training, 2007, p. 67, *Top of the class: Report on the inquiry into teacher education*. Canberra: House of Representatives Publishing Unit). [Hartsuyker Report].

Teachers regard the school experience, practicum or internship as the most valuable dimension of their pre-service experience. Many would have liked a larger component of their own teacher education

programme devoted to time in the schools (Skilbeck, & Connell, 2004, p. 22, *Teachers for the future: The changing nature of society and related issues for the teaching workforce*. A report to the Teacher Quality and Educational Leadership Taskforce of the Australian Ministerial Council for Education, Employment, Training and Youth Affairs. Canberra: MCEETYA.

Yet, the teaching practicum remains a highly contested area (Brock, 2000). Issues with the practicum are long enduring and have been a constant topic for debate (Brennan, & Willis, 2008). However, the political issues have significantly impacted upon the ongoing issues. Bacchi (2000) agrees with this view and stipulated:

it is inappropriate to see governments as responding to ‘problems’ that exist ‘out there’ in the community. Rather ‘problems’ are ‘created’ or ‘given shape’ in the very policy proposals that are offered as ‘response’ (Bacchi, 2000, p. 48).

## **2.4 Teacher-quality**

This section primarily focusses upon the quality of teacher education, inclusive of ITE. Within these areas, there was ample evidence in the teacher education inquiries between 1980-2007 to illustrate the vulnerability of the teaching profession; the quality of which was often criticised by public and Government (Block, 2009, p. 135).

*Teacher-quality* has been used over the last three decades as one reason for improving educational systems (Call, 2018; Husbands, 2013), particularly those systems involved in international student testing such as the Programme for International Student Assessment (PISA), undertaken by the Organisation for Economic Cooperation and Development (OECD) (Baird, Isaacs, Johnson, Stobart, Yu, Sprague, & Daugherty, 2011).

Since the implementation of the first PISA test in 2000, the number of countries participating has steadily grown to approximately 80 countries (“Council of Ministers of Education, Canada”, 2018). As such, there is increased participation from countries around the world and politicians are using the data to direct educational reform (Baird, Isaacs, Johnson, Stobart, Yu, Sprague, Daugherty, 2011; Call, 2018).

The increased focus on teacher-quality over the last three decades reflects shifts in economic understanding. Whilst in the past economic growth was seen in terms of product, knowledge is now understood to be crucial to economic progress and power (Call, 2018, p. 95).

Australia, like many other countries around the world, has focussed on a *knowledge economy* (Call, 2018). As such, *teacher-quality* became a means for improving economic standing through which the Government desired to establish national monitoring and control. Relevant examples from past teacher inquiries that have connected with both government and ITE practices today, are:

A national advisory body on teacher education should be established by the Australian education council. This body could be supported by state level structures to initiate, monitor and review developments in teacher education (National Inquiry into Teacher Education, 1980, p. xxviii, *Report of the national inquiry into teacher education*. Canberra: Australian Government Publishing Service). [Auchmuty Report];

That the Commonwealth, through its appropriate agencies, enter into negotiations with teacher employing authorities with a view to establishing national standards for the minimum amounts of in-service teacher education, and with a view to placing the future funding of that provision, and the sources of that funding, on a formal basis (Speedy, 1989, p. xxvii, *Discipline review of teacher education in mathematics and science, vol. 1, report and recommendations*. Canberra: Australian Government Publishing Service);

The Enquiry recommends that the Tertiary Education Authority of South Australia investigate the implications which the application of quotas as currently structured has for improving the quality of applicants for teacher education courses (South Australian Enquiry into Teacher Education, 1980, p. xxix, *Report of the South Australian enquiry into teacher education*. Adelaide: Government Printer). [Gilding Report].

By 1997, strategies were well-and-truly outlined with aims for teacher education programs to be acknowledged as relevant and thorough (MACQT, 1997). Facilitators of ITE programs deemed teaching programs to be so, but a critical and cost-accounting public and government demanded evidence. Strategies recommended in the MACQT report (1997) were:

- Publish program criteria eg. course objectives, entry and exit requirements.
- Publicise processes used to keep teacher educators up to date with knowledge and skills such as interchanges between teacher educators and classroom practitioners.
- Expand practical aspects of teacher education programs such as practicum and internships.
- Promote closer, more formal relationships between education employers and teacher educators.
- Develop mechanism for formal external accreditation of teacher education programs.

- Develop a centre for innovation and research in teacher education.
- Review the 'Desirable Attributes of Beginning Teachers' document and examine its relevance in the context of the development of a set of professional standards that identifies the competencies required of all teachers (MACQT, 1997, p. 9, *Raising the standing of teachers and teaching*. Sydney: NSW Department of Education and Training).

Furthermore, MACQT (1998) made additional recommendations, in the following year.

That the Minister request the Department of Education and Training to establish a taskforce to identify from universities, schools and school systems opportunities for:

- staff exchanges to ensure teacher educators' knowledge and practices remain contemporary; a collaborative approach to developing, implementing and researching effective strategies for teaching a diversity of learners to ensure the educational needs of children in NSW schools are met more appropriately
- to report to MACQT on the feasibility of such opportunities (NSW MACQT, 1998, Recommendation 1 (1.4), *Towards greater professionalism: Teachers educators, teaching and the curriculum*. Sydney: NSW Department of Education and Training).

These recommendations were not isolated. The report, *A Class Act* (1998) articulated support for national registration, connected to standards:

The Committee recommends that the new national professional teaching standards and registration body establish clear levels of advanced professional certification reflecting teachers' experience, professional development and additional roles such as mentoring. Such certification might be helpful in determining levels of remuneration for teachers (Senate Employment, Education and Training References Committee, 1998, p. 118, *A class act: Inquiry into the status of the teaching profession*. Canberra: Commonwealth of Australia);

Additionally, the Adey (1998) report had numerous recommendations, in regard to *teacher-quality*. Examples are:

This report provides a framework for securing high quality teacher education in Australia. Properly used it will help maintain a teaching force of the highest international standard (ACDE, 1998, p. 2, *Preparing a profession: Report of the national standards and*



*guidelines for initial teacher education project*. Canberra: ACDE). [Adey Report];

This project also offers the prospect of professional standards and guidelines which will underwrite the quality of Australia's emerging teaching force as we face the diversity and challenges of future schooling (ACDE, 1998, p. 3, *Preparing a profession: Report of the national standards and guidelines for initial teacher education project*. Canberra: ACDE). [Adey Report];

The National Standards and Guidelines for Initial Teacher Education give particular emphasis to this dimension with a view to ensuring that the institutional context for course design and delivery is of the highest quality (ACDE, 1998, p. 3, *Preparing a profession: Report of the national standards and guidelines for initial teacher education project*. Canberra: ACDE). [Adey Report];

The centrality of the quality of teaching and learning to the intellectual health and wealth of our nation offers clear justification for the direction of this report (ACDE, 1998, p. 4, *Preparing a profession: Report of the national standards and guidelines for initial teacher education project*. Canberra: ACDE). [Adey Report];

There has been a concern during the development of the report that its outcomes might be overshadowed by the complexities of State and Commonwealth interests in schooling. Whatever these, or other, concerns might be at any given time, they should not suppress the advent of the first serious attempt to articulate a comprehensive national planning statement aimed at ensuring the quality of our new teachers and the learning they facilitate. Teachers have never been subject to more scrutiny than they are today. While there is nothing wrong with informed public interest in the quality of schools and teaching, it is essential that, as a society, we have a systematic and professionally informed approach to the maintenance of high quality (ACDE, 1998, p. 4, *Preparing a profession: Report of the national standards and guidelines for initial teacher education project*. Canberra: ACDE). [Adey Report];

In reference to the last statement, there was a raised concern about Government interests in education; yet, this concern was placed aside, with clear aims directed solely at a national planning statement. What can be ascertained from this statement is that there was a clear determination no-matter-what to press ahead with the concept of a national approach; an approach that would eventually incorporate national professional standards for teachers.

Within Australia, the concept of standards can be referred back to 1974. The standards were introduced for teacher registration in Queensland; in an attempt to improve *teacher-quality* and

raise the profile of the teaching profession (Aspland, 2006). Such considerations were also articulated in the Ramsey (2000) report. Relevant report examples are:

In the case of universities, the issue of quality teaching has been taken up at the Commonwealth level, with the establishment of the Australian Universities Teaching Committee and the proposed Australian University Quality Agency (Ramsey, 2000, p.12, *Quality matters, Revitalising teaching: Critical times, critical choices. Report of the review of teacher education, New South Wales. Sydney, NSW: Department of Education and Training*);

A professional structure, with responsibility for standards and working with the universities and employers to define their respective responsibilities in teacher education, would have an important role in enabling this important transition to occur more effectively than is the case at present (Ramsey, 2000, p.14, *Quality matters, Revitalising teaching: Critical times, critical choices. Report of the review of teacher education, New South Wales. Sydney, NSW: Department of Education and Training*);

A system of accreditation, in which a professional body verifies that standards have been reached and maintained, is needed for initial teacher education and for teaching (Ramsey, 2000, p.38, *Quality matters, Revitalising teaching: Critical times, critical choices. Report of the review of teacher education, New South Wales. Sydney, NSW: Department of Education and Training*);

Furthermore, the concept of standards, directly linked to *teacher-quality*, were raised in the *NSW Institute of Teachers Report* (2001) to the past Minister for Education and Training, the Hon John Aquilina.

Recognising the potentially powerful impact quality teaching can have on student learning, the Government should support a comprehensive quality teaching agenda focusing on the following strategic directions:

a. development of a framework of professional teaching standards, drawn from the professional insight and experience of teachers (NSW Institute of Teachers, 2001, p. i, *Report of the taskforce on the review of teacher education in NSW. Sydney: NSW Institute of Teachers*).

However, no more than a year later, standards were discussed in the Tasmanian *An Ethic of Care* (2002) project.

Professional standards may offer an alternative means of integrating the processes of support and assessment. Following the release of the National Project on the Quality of Teaching and Learning; Beginning Teacher Competency Framework in 1996, the role and potential uses of

professional standards for teachers have received increasing attention throughout Australia (DEST, 2002, p. 35, *An ethic of care: Effective programmes for beginning teachers*. Canberra: Commonwealth of Australia);

In relation to the term *stakeholder* (beginning teacher; mentor; educational jurisdiction) within this project, the benefits of the implementation of standards were discussed with an emphasis of the standards being used for performance management and the potential of constructing competency profiles. The project states:

At the same time, most systems intend that professional standards should be used as part of performance management to inform the professional learning of beginning teachers... it would seem then that there is significant potential for using competency profiles to build a bridge between the processes of support and assessment, at the very least by providing a common language for reflection about practice by teachers and mentors, and judgements about practice by administrators (DEST, 2002, pp. 35-36, *An ethic of care: Effective programmes for beginning teachers*. Canberra: Commonwealth of Australia);

Based on this statement, it could be considered that *reflection* itself could have been open to forms of standardisation, in the manner identifiable with *Scientific Management*. This is a worrying possibility, considering that reflection requires contemplative individual and/or collective critical thought, that is open to all manner of possibilities and outcomes.

Therefore, in light of the previously discussed teacher education inquiries, it is considered that two meanings from the review connect with *teacher-quality*. These meanings were articulated in the DEST (2005) inquiry:

The issue of what is quality in teacher education has two parts: quality of provision and approach, and the presence of students able and willing to reach high standards of knowledge, understanding and skills (DEST, 2005, p. 12, *Submission to the House of Representatives Standing Committee on education and vocational training inquiry into teacher education*. Canberra: Australian Government).

However, in light of these meanings, and in response to concerns about standardisation, the *Top of the Class* (2007) report stated:

The use of terms such as standards often arouses concern that there is an intention to standardise, in the sense of making everything the same. The committee wishes to make clear that in promoting standards it is

not promoting a single model of teacher education or a national teacher education curriculum. On the contrary, standards, accompanied by well constructed means of assessing the degree to which they have been met (the outcomes), can provide for great flexibility, innovation and diversity (House of Representatives Standing Committee on Education and Vocational Training, 2007, p. 20, *Top of the class: Report on the inquiry into teacher education*. Canberra: House of Representatives Publishing Unit). [Hartsuyker Report].

Yet nonetheless, there was recognisable concern. A contributing factor to such concerns has been a lack-of-time for teachers (Mayer, Mitchell, MacDonald, & Bell, 2006). Little time has been provided to teachers to foster developed understandings of the standards. This problem has been identified in previous studies (Call, 2018; Mayer, Mitchell, MacDonald, & Bell, 2006; Tuinamuana, 2011). Call (2018) stipulated that there have been difficulties with teachers engaging with the standards as they are “already preoccupied with issues of accountability, compliance and time constraints” (Call, 2018, p. 100). However, engage with them, they must. Teacher registration requirements now call upon teachers to address the standards and provide evidence for registration purposes (Teachers Registration Board of South Australia (TRB SA), 2018; Teachers Registration Board Tasmania (TRB TAS), 2017; NESAs, 2018).

Additionally, ITE programs are required to address the standards deemed to underpin ITE for program accreditation (TRB SA, 2018). One approach to better establish the standards over time has been to focus on ITE. In an effort to greater support the implementation of the standards, “pre-service teachers are given the opportunity to see them as part of their professional learning process and not an addition to it” (Call, 2018, p. 102; Walkington, 2009). Both Call (2018) and Ingvarson (2010) refer to this approach and identified the Teacher Performance Assessment (TPA), as a way that AITSL could facilitate the process. Additionally, ITE programs must show that the standards are being addressed across all courses. The *Top of the Class* (2007) report stated:

Teacher quality is on the agenda... Australia [has] moved towards establishing processes of teacher registration and formal or informal processes of accreditation of teacher education courses. These developments are of major significance to teacher education (House of Representatives Standing Committee on Education and Vocational Training, 2007, p. 19, *Top of the class: Report on the inquiry into teacher education*. Canberra: House of Representatives Publishing Unit). [Hartsuyker Report].

The accreditation of teacher education courses, the registration of teachers and the development and implementation of professional standards for teaching are all important ways of providing assurance

that teacher education courses are of a high quality (House of Representatives Standing Committee on Education and Vocational Training, 2007, p. 19, *Top of the class: Report on the inquiry into teacher education*. Canberra: House of Representatives Publishing Unit). [Hartsuyker Report].

The standards, and continual drive of teacher inquiries referred to in this review, all have aimed to raise the status of teaching and increase public confidence in the teaching profession, in turn leading to the acknowledged aims of *teacher-quality*; but the researcher asks, at what cost?

Such a consideration provided the impetus for the set of research questions to be addressed in this thesis; the conceptual framework of which will now be discussed.

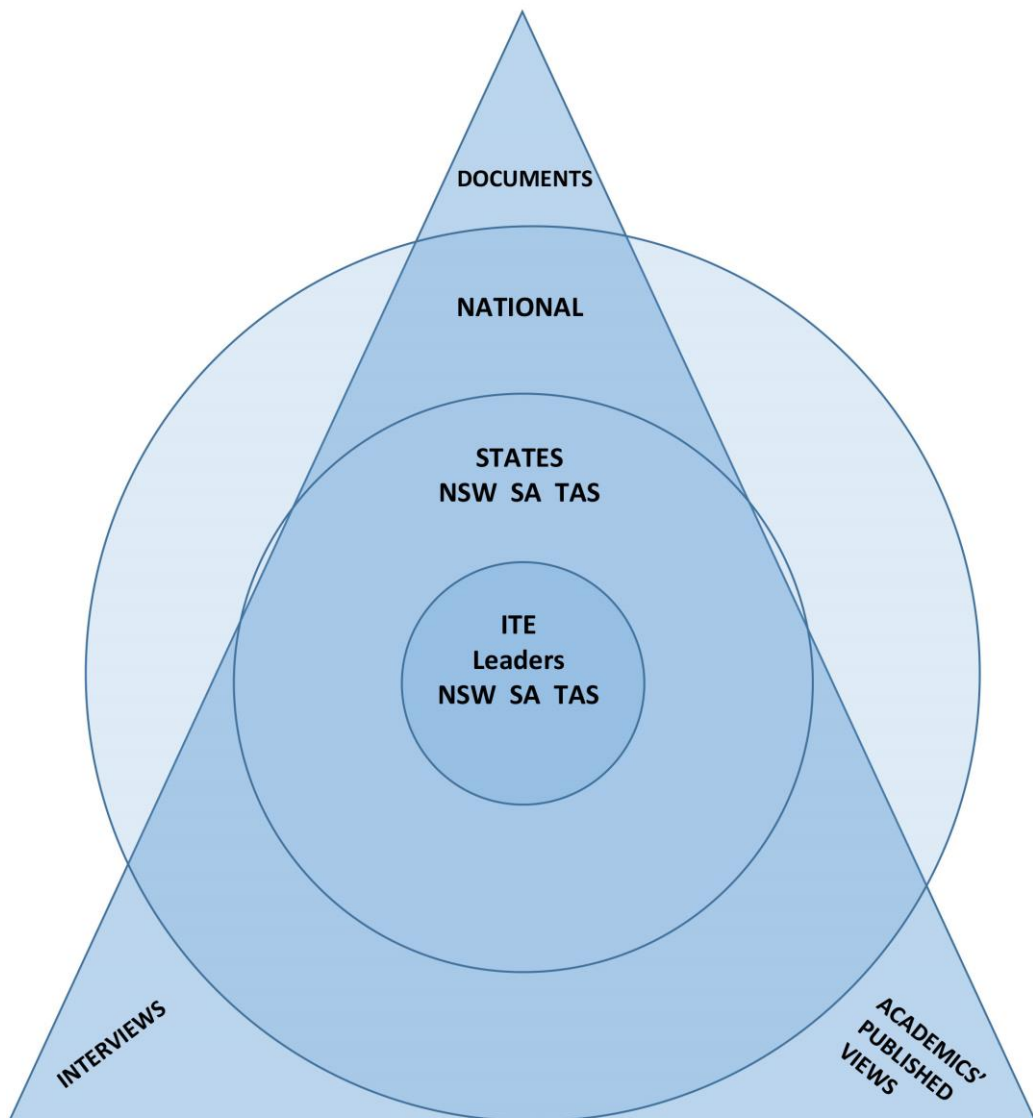
## **2.5 Summary and conceptual framework for the research investigation**

Within this chapter, the origins of *Scientific Management* and the consequences of its re-emergence in Australia were explored. This was achieved by focussing upon teacher education inquiries from 1980-2007 and drawing upon articles that were relevant to the particular issue being discussed. The researcher's decision about the scope of the review, enabled the time period and link between government and ITE to directly connect with decisions about the collection of data to be analysed for this study.

With a focus upon different social and public policy origins and issues that impacted upon the position of ITE, the above review confirmed that there was an assumption of government control over ITE and that there had been many changes to ITE, with particular reference to the practicum. Within this emerging information, it was also clear that there was unanimous agreement about the value of the practicum within ITE programs but that there was also levels of differentiated thought on what model served best. As such, this information greatly influenced the implementation of the research study questions (1.3)

Furthermore, the re-occurring themes within the review (*scientific management*; *practicum under pressure*, and *teacher-quality*) were suggestive to the researcher of the need for a three-pronged approach for the research data and analysis, drawing upon official documentation (ITE initiatives), academics' published views, and the inclusion of interviews by knowledgeable people within the field of ITE. This approach enabled a form of triangulation of information to occur, which would provide important new insights in regard to the research problem and answers to the guiding research questions. This discussion is continued in the methodology (Chapter 3).

Figure 2. 1 Conceptual framework for the research investigation



## CHAPTER 3: THE RESEARCH METHODOLOGY

### 3.1 Introduction

The overview of the problems in Chapter 2, highlighted how *Scientific Management* contributed significantly not only to an education system motivated by efficiency (Callaghan, 1962; Neyland, 2010; Rodwell, 1992) but also to reduced levels of trust upon teachers (Neyland, 2010; Smyth, 2006). These developed understandings led to the establishment of the research purpose in two parts; first, investigating the implications and outcomes associated with the Commonwealth assuming increased control over initial teacher education and secondly, whether the changes to initial teacher education, with reference to the practicum, were *substantive real change or just policy change*.

The purpose provided the underlying principles of the research methodology; a qualitative approach applied to policy research, utilising Triangulation, Critical Discourse Analysis (*CDA*), and Framework Analysis (*FA*), “to explore and understand a diversity of social and public policy issues” (Ritchie & Spencer, 2002, p. 173). This methodology was deemed appropriate due to its suitability in addressing the research questions, not being limited to one particular type of data collection and its capabilities of providing a clear picture about processes and the phenomenon (Symon & Cassel, 1998).

To accomplish such aims, the theoretical and practical decisions made are discussed within this chapter and the research steps taken are outlined; progressing from theoretical understandings to empirical research. The organisation of the chapter proceeds as follows: the rationale for the research approach, the context, sources, data collection methods, analysis methods, ethical considerations, credibility, dependability, inclusions, and key limitations. The concluding section summarises the research issues to be overcome while emphasising the advantages of such analysis in substantiating results.

### 3.2 Rationale for the research approach

Belief systems that guide inquirers and influence the different types of knowledge that are sought by researchers, as well as the interpretation of the collected evidence, have been considered as paradigms (Creswell, 1998, 2007; Guba & Lincoln, 1988; Morgan, 2007). Additionally, paradigms are regarded as worldviews (Schwandt, 1989), shared beliefs within a particular place or group (Patton, 2002). The relational components consist of: ontology, the study of what constitutes reality; epistemology, the nature and types of knowledge;

methodology, the strategy of collecting and analysing data, and methods, the approach and procedures used to collect and analyse the data (Scotland, 2012).

It is acknowledged that all paradigms are established upon varying ontological and epistemological beliefs and philosophical underpinnings of a paradigm (Kivunja & Kuyini, 2017; Scotland, 2012). Therefore, these different beliefs about reality and knowledge underpin the research approach; being commonly reflected in the chosen methodology and methods.

With this in mind, it is also acknowledged that more than one paradigm can simultaneously be considered with a suitable research methodology (Dieronitou, 2014). Such a consideration raises questions for the researcher:

- What is the relationship between individual agents and their environment?
- Are the social phenomena created by agents, are they objective in nature or are there elements of both?
- What lies at the centre of the investigated social phenomena?
- What constitutes the foundation of knowledge that is consistent to perceived social reality?
- What is the best way to gain and widely spread any knowledge?

Within the scope of this research study, considerations to the above questions highlighted aspects of two different paradigms which appeared most appropriate for the research methodology, as demonstrated in Table 3.1

Furthermore, a research methodology using these two paradigms was deemed suitable for addressing the central research questions because it allowed the researcher to discern if the varying qualitative data illuminated similar or different important issues. Additionally, it involved processes that could monitor, critically assess, and interpret all collected information (Denzin & Lincoln, 2011).



Table 3. 1 Aspects of two different paradigms

Paradigm	Ontology	Epistemology	Theoretical Perspective	Methodology	Method
Interpretivism	What is reality? There is more than one reality and truth. A reality is created by social and contextual understanding(s).	How is knowledge gained? A reality is socially and culturally constructed and requires interpretation. Interpretation reveals underlying meanings.	What approach is used to gain knowledge? Knowledge is gained through observation, experience, and interaction and requires understanding. Understanding is gained through interpretation.	What are the ways to discovery? Discourse Analysis. Critical Discourse Analysis. Heuristic inquiry. Text analysis. In-depth interviews.	What techniques are used? Qualitative. Open-ended questions. Open-ended interviews. Historical background. Theme identification.
	Critical Theory	Critical realism within groups. Realities exist and are continuously influenced by groups in power.	Knowledge and realities are socially constructed. Knowledge and realities are influenced by societal power relations. Transformative: action contributes to knowledge for change in social conditions.	Empirical investigation and critical analysis. Social science origin: Reflective assessment and critique of society by applying knowledge from the critical theory model in social science.	Historic narrative. Critical Discourse Analysis. Ideology critique. On-going processes of inquiry guided by ideological, social, political, economic, and cultural powers.

Aspects of each *paradigm* (Table 3.1) have proven to be useful as techniques of qualitative research, utilising triangulation (Kushner & Morrow, 2003; Amaratunga, Baldry, Sarshar, & Newton, 2002; Modell, 2005) and Critical Discourse Analysis (*CDA*) (Dieronitou, 2014). In reference to the latter, Dieronitou (2014) referred to techniques that suggested *aspects of critical theory* and *interpretivism* could be applied within written analysis; investigating and successfully applying each paradigm to *CDA*. The results in the Dieronitou (2014) study enable the reader to not accept isolated paradigmatic purist approaches. Additionally, Maxwell (2009) states it is not necessary to rely upon using one paradigm, fully; through assessment of compatibility, “it is possible to combine aspects of different paradigms” (Maxwell, 2009, p. 224); Table 3.2 illustrates this point. As such, aspects of a blended theoretical approach to a qualitative research methodology can be justifiably applied.

Likewise, the two theoretical perspectives (Table 3.2) assist the methodological approach in investigating the implications and outcomes associated with the Commonwealth assuming increased control over initial teacher education and whether the changes to initial teacher education, with particular reference to the practicum, are *substantive real change* or just *policy change*; as stipulated in Chapter 1. This is achieved through the qualitative interpretation and analysis of data utilising *Triangulation* and *Critical Discourse Analysis (CDA)*.

Furthermore, the inclusion of *Framework Analysis (FA)*, which is not affiliated with a specific philosophical, epistemological or theoretical perspective, is consistent with this approach; it is considered a pliable tool that aims to generate themes through many qualitative approaches (Gale, Heath, Cameron, Rashid, & Redwood, 2013).

Table 3. 2 Aspects of paradigms: Compatibility with applied policy research

Aspects of paradigms					
Paradigms	Can aspects of the paradigm underpin the applied policy research, in relation to the ITE topic?	Can aspects of the paradigm underpin the qualitative research methodology?	Research approach: Yes/No	Analytical tools: Yes/No	Aspects of Compatibility to different theoretical perspectives: Yes/No
Critical Theory	Yes, aspects of Critical Theory underpin the topic of applied policy research, in relation to ITE.  Historical realism as well as on-going process.  Transformative role.  Language assists in actively constructing reality.	Yes, aspects of Critical Theory underpin the research methodology:  Historic narrative.  Critical analysis of all data: content, context, and language.  Ideology critique	Triangulation: Yes	CDA: Yes FA: Yes*	Interpretivism: Yes
Interpretivism	Yes, aspects of Interpretivism underpin the topic of applied policy research, ITE.  Relativism Subjectivism  Language assists in actively constructing reality.  Human <i>awareness</i> and the <i>world</i> environment continue to be interconnected.	Yes, aspects of Interpretivism underpin the research methodology.  Text analysis: written, visual, oral, and aural.  In-depth interviews.  Social and contextual background.	Triangulation: Yes	CDA: Yes FA: Yes*	Critical Theory: Yes
*FA is a pliable analytical tool that can generate themes through many qualitative approaches. As such, it is compatible with applied policy research (Gale, Heath, Cameron, Rashid, & Redwood, 2013).					

By taking apart the taken for granted (*deconstruction*) and examining specific patterns and the usage of language (*grammar analysis*), the researcher is able to move to-and-fro between the *critical theory* and *interpretivism* paradigms and the analytical tools of *CDA* and *FA*. Whether these tools serve the interest of the government or the interest of the teacher educator, the student, or the university, the insights from these two analytical techniques and analysis tools help the researcher to answer the central question of this research: Who owns the practicum?

Crotty (1998) stipulates that an epistemological position denotes that meaning exists independently from individual consciousness while an ontological position considers that reality exists outside of the mind. As such, it is acknowledged that the ontological and epistemological positions of *critical theory* and *interpretivism* are complementary (Crotty, 1998). Additionally, it is taken into consideration that research intrinsically involves epistemological matters that directly pertain to the nature of knowledge and the ways in which the knowledge is produced.

With the aforementioned closely at mind, it is timely that I now cross-examine the concepts of ontology and epistemology that underpin the two paradigms (*critical theory*, and *interpretivism*) in relation to this qualitative applied policy research.

### 3.2.1 Interpretivism

The ontology and epistemology that underpins interpretivism and aligns to applied policy research, directly relate to relativism and subjectivism, respectively. Relativism rests on the view that reality is subjective (Guba & Lincoln, 1994, p. 110) and that language assists in actively constructing this reality (Frowe, 2001, p. 185). Therefore, language can be considered influential and multiple meanings can arise.

In turn, qualitative methodology, applied in policy research faces the challenge of taking into account the multiple meanings associated with the policy area. However, the objectives are “clearly set and shaped by specific information requirements” (Ritchie & Spencer, 2002, p.174). As such, in-line with applied policy research analysis processes (Ritchie & Spencer, 1994), five key data analysis stages are employed within this research project; all leading to the mapping and interpretation of the language, that actively constructs the reality and aligns with this research project’s ontological position of interpretivism.

Additionally, the interpretivist epistemological position needs to be considered with applied policy research. This position allows for subjectivity, based on global phenomena with the

consideration that the world and human knowledge co-exist. For instance, consider a *lake*. A *lake* is established as such because humans have provided a name, constructed the *lake* associated criteria, and in turn established the *lake* as a *lake*. Crotty (1998) supports this rationale by referring to the example of a tree:

We need to remind ourselves here that it is human beings who have constructed it as a tree, given it the name, and attributed to it the associations we make with trees (Crotty, 1998, p. 43).

Therefore, a *tree-is-a-tree* and a *lake-is-a-lake* because they have been named so, by humans. The meaning is constructed, not discovered, through the interconnection between human *awareness* and the *world* (Scotland, 2012).

This interconnection can be considered evident with aspects of the qualitative methodology, applied in policy research; distinguished from other theoretical research through the requirements of meeting specific needs and possible outcomes that can be actioned upon. Applied policy research plays an important role in presenting awareness, clarification, and theories about social behaviour; directly linked to environment(s) that are affected by policy decisions (Ritchie & Spencer, 2002). Human *awareness* and the *world* environment are interconnected within the applied policy research.

### 3.2.2 Critical theory

Historical realism is the ontological position of critical theory, as to applied policy research; a view that reality has been shaped by cultural, social, political, and economic influences (Guba & Lincoln, 1994, p. 110). Realities are continuously shaped by social constructs and language plays a key part in and across all these influences.

Reality is constructed through the interaction between language and aspects of an independent world. However, the critical paradigm takes the view that language contains power relations so it is used to empower or weaken (Scotland, 2012, p. 13).

Within this study, such power relations are evident within: Overview of the Problem (Chapter 2); Background to the Analysis (Chapter 4), and The Analysis (Chapter 5). Language is not solely used to express response(s) to change but is an active contributor to such change. Frowe (2011) supports this claim:

The changes in language are not *simply* responses to changing practice but active elements in the change themselves; it is through the implicit and invisible introduction of a particular language that the audience is encouraged to start viewing its practice from a different perspective (Frowe, 2011, p. 185).

The critical epistemological perspective supports this view and considers that knowledge is socially constructed. What counts as knowledge is usually determined by socially advantaged powers, supporting such knowledge (Scotland, 2012) considered evident in the Commonwealth's assumption of increased control, referred to in Chapter 2 (section 2.2) but there can be minority groups that are oppressed or environmentally or culturally different, who support other versions, also conscious of knowledge. For instance, reflecting upon *lakes*, different groups can hold conflicting beliefs about caring for *lakes*; considered evident in the *Lake Mariout* case study where there were different perspectives from five stakeholder groups towards development options in preserving the lake's sustainability (Galil & Al-Din, 2013). Conservationists champion maintaining natural habitats and would not support developing a *lake* area for regular community events. However, a business developer may have a different view; one that involves providing opportunities for communities and business to access the *lake* for enjoyment and financial gain while at the same time providing finance to maintain the environmental upkeep of the *lake*; therefore, leading to dispute over what action(s) would best serve the *lake* area.

Since knowledge is socially constructed, it is important for researchers to hold the information in suspense; scrutinise justifications, interpret and challenge gathered information. Knowledge does not arise in an isolated manner but becomes established through social construction(s); the process of which should be identified (Foucault, 1972). This position is compatible with the *critical theory* and *interpretivism* paradigms and connects with the methodological approach of triangulation and the research tool of *CDA*. Critical and systematic analytical processes articulate written and spoken texts; achieved by considering historical and on-going social events and actions at the micro-level of individual interactions, the meso-level of collective interactions between groups, and the macro-level of historical events (Dieronitou, 2014).

These three levels provide further scaffolding and support to the epistemological positions of the *critical theory* and *interpretivism* paradigms; two paradigms whose epistemological positions direct this research, while the research in turn reflects these epistemological positions.

### 3.2.3 The research methodology

In addition to governments and businesses, many professions make use of policies, as stipulated in Chapter 2 (section 2.2). As Scientific Management has illustrated, policies are used to optimise efficiency (Callaghan, 1962; Maduakolam, 2016; Neyland, 2010; Rodwell, 1992; Rodwell, 2003; Taska, 2017). An example is the government document: *On efficiency and effectiveness: some definitions* (Australian Government Productivity Commission, 2013). As such, it is common-place for many professional places to systematically review the policies. The undertaking of any review aims to address strengths, successes, weaknesses, and failures of policy. Furthermore, the implementation process of the policies is also examined. Ritchie and Spencer (1994) identify this function as applied policy research. Srivastava and Thomson (2009) support this claim:

Research that undertakes this role is applied policy research, which means that the research is required to gather specific information and has the potential to create actionable outcomes (Srivastava & Thomson, 2009, p. 73).

Qualitative research methods are acknowledged as extremely useful to the social sciences (Denzin & Lincoln, 2000; Srivastava, Thomson, 2009); this has extended across to qualitative methods being applied in policy research (Ritchie & Spencer, 1994; Srivastava, Thomson, 2009). The qualitative methodological approach, applied in policy research is suitable for multiple types of data collection (Srivastava, Thomson, 2009). This claim is further supported by Yin (2003) who states that such an approach provides a thorough data collection and greatly assists in the validity and reliability of all results.

Additionally, a wide variety of questions can be answered through the qualitative methodology, applied in policy research. With this in mind, Ritchie and Spencer (1994) created four category groups in 1994, named: *contextual*; *diagnostic*; *evaluative*, and *strategic*. However, it is worth noting that not all of these categories need to be utilised.

In applied policy research, qualitative methods are used to meet a variety of different objectives. The questions that need to be addressed will vary from study to study (Ritchie & Spencer, 1994, p. 174).

A great deal of research endeavours to address many of the categories. However,

in applied policy research, the objectives are usually clearly set and shaped by specific information requirements. Hence any output from the research needs to be appropriately targeted towards providing ‘answers’,

in the form of greater illumination or understanding of the issues being addressed. This in turn has important implications for the form and functions of the analysis undertaken (Ritchie & Spencer, 2011, p. 4).

Hence, within the scope of this research three categories are considered, since the fourth category is not relevant to this study. This approach is supported by the *Thirty Families* research study (Ritchie, 1990) where not all categories were used. Table 3.3, adapted from Ritchie & Spencer (2002), illustrates the connections between the categories, the underlying objectives, the types of data, central research questions, and additional research questions.

Table 3. 3 Qualitative methodology, applied in policy research

<b>Qualitative methodology, applied in policy research</b>				
<b>Categories</b>	<b>Underlying objectives</b>	<b>Types of data</b>	<b>Central research questions</b>	<b>Additional research questions</b>
Contextual	Identify the form and nature of what exists. (Ritchie & Spencer, 1994, p. 174).	In-depth interviews;  Official documents;  Professional views from state-based academic journal articles.	Who owns the practicum?	Are the changes to ITE, with particular reference to the practicum, <i>substantive real change</i> or <i>just policy change</i> ?  How do the various interest groups respond to the Commonwealth's assumption of increased control over pre-service teacher education?
Diagnostic	Examine the reasons for, and/or causes of, what exists. (Ritchie & Spencer, 1994, p. 174).  Provide a clear picture about processes and phenomena.	In-depth interviews;  Official documents;  Academics' views from state-based academic journal articles.	Which of the claimants have priority over the practicum?	What are the implications and outcomes of the Commonwealth assuming increased control over pre-service teacher education?  How do the various interest groups respond to the Commonwealth's assumption of increased control over pre-service teacher education?  How is the practicum related to pre-service teacher education programs as a whole?
Evaluative	Appraising the effectiveness of what exists (Ritchie & Spencer, 1994, p. 174).	In-depth interviews;  Official documents;  Academics' views from state-based academic journal articles.	Who owns the practicum?  Which of the claimants have priority over the practicum?	Whom does the practicum serve?

Adapted from: Ritchie, J., & Spencer, L. (2002). Qualitative data analysis for applied policy research. In A. Bryman, R. G. Burgess (Eds.), *Analyzing qualitative data* (pp. 174-178). New York, NY: Taylor & Francis. Retrieved from <https://pdfs.semanticscholar.org/7b71/8dc8ace7b9618361c14d2186fef9994b474a.pdf>

### 3.3 The research setting

Qualitative research methods, applied in policy research, fully consider the research setting and in turn, the research setting calls upon their epistemological positions. The initial approach entails familiarisation and understanding of the social and contextual background; an approach integral to *interpretivism*. Likewise, scrutiny plays an important initial role in understanding the research setting; an approach integral to *critical theory*.

With these positions in mind, the selection of the research setting in time encompasses the period of 2010 to the early part of 2018; a period that saw the introduction of the AITSL Australian Professional Standards for Teachers (APST) in 2011 and the completion of this research project's data collection and analysis in 2018.

The introduction and implementation of the AITSL Australian Professional Standards for Teachers (APSTs) was a significant event for the teaching profession in Australia and remains prominently relevant, today. Policy researchers have been critical of the Standards (Loughland & Ellis, 2016); "their critique often centres on the reductionist, technical and instrumentalist impacts that performance standards have on the act of teaching" (Loughland & Ellis, 2016, p. 56). Alternatively, those who advocate the standards support their use in "providing a common language of teaching" (Loughland & Ellis, 2016, p. 56).

It is important to mention here that AITSL is a company funded by the Australian Government (Bahr, 2016, p. 16). The Australian States also are reliant on federal government funding. Despite the States having their own administrative, legislative, and judiciary authorities (State and TRB) and their own education systems, state schooling systems are not solely reliant on their own finances; sizeable contributions are provided from the federal budget. Therefore, the States take into consideration the recommendations of the federal government in their own decision making for education, while trying to maintain independence and meet the needs of their own constituents. Such a practice creates tension between state and federal objectives (Capano, 2015), providing an avenue for applied policy research to investigate.

Therefore, the way in which education in Australia is jurisdictionally managed is taken into consideration and within the scope of this research project, a qualitative methodology, for applied policy research is used to analyse the general trend of initial teacher education initiatives from three varying sized Australian States (NSW; SA; TAS). The rationale for choosing these three States is their difference in physical size, population, economic growth, and approaches to initial teacher education, with a focus on the practicum (as stipulated in 1.2).



The selection of the research setting provides the necessary history, background, and issues germane to the problem. As such, a research platform is established on which to critically examine recent changes to pre-service teacher education, with particular reference to the practicum. Additionally, the implications and outcomes associated with the Commonwealth claiming increased control over initial teacher education are identified and how various interest groups have responded to the Commonwealth's assumption of increased control over initial teacher education, as mentioned in Chapter 2.

### **3.4 The research sample and data sources**

An important initial step in ascertaining research samples and data sources is considering and responding to the question *why?* (Cohen, Manion, & Morrison, 2007). In this case, the characteristics and size of the samples were determined by the research aims, the guiding questions, and the concept of *information power* (Malterud, Siersma, & Guassora, 2016), discussed in 3.4.2. Additionally, the selected research samples and data sources provided an avenue by which to examine the recent changes to initial teacher education.

Through the research approach of triangulation, *official documents* consisting of *comprehensive National and State ITE initiatives*, available online (2010-2018); *academics' published views in peer reviewed state-based academic journal articles about the practicum and ITE reforms, by at least one professor and or associate professor who specialise in ITE programs* (2010-2017), available online, and *in-depth interviews of leaders in ITE within academic and administrative education fields* (2016), are analysed.

#### 3.4.1 Official documents

The investigation of the research setting included the selection of comprehensive ITE National and State ITE initiatives, with the following criterion in mind: State ITE documents, directly relevant to SA, NSW, and TAS (2010-2018); the Teacher Education Ministerial Advisory Group (TEMAG) report (2014), and AITSL ITE documents (2010-2017), all listed in Table 3.7. The justification for such criterion was four-fold. Firstly, the collectively written, published, and enacted upon official documents arose within 2010-2018, the period of focus for this research study; secondly, these official documents made a direct impact upon ITE, that is still relevant for today; thirdly, the official documents provided qualitative data that enriched triangulation of all the data, and finally the chosen official documents were included due to

their public availability and ease of access, online; a quality not only aligning with this research study's aim of contributing to professional and public discourse, concerning ITE, but also aligning with the selection criteria for the peer reviewed state-based academic journal articles on ITE.

#### 3.4.2 In-depth interviews

After reading considerable amounts of relevant literature about the research topic, an informed decision was made about who to approach for *in-depth interviews*. A total of five participants were sourced from publicly accessible email addresses, across New South Wales, South Australia, and Tasmania, for this qualitative research project. Participants were not intended to be a sample representing a given population but were chosen for their knowledge, experience, and leadership in ITE. The five participants represent one-third of the total data being used for analysis in this thesis. The sample size was determined by the concept of *information power* (Malterud, Siersma, & Guassora, 2016, p. 1753).

Information power indicates that the more information the sample holds, relevant for the actual study, the lower amount of participants is needed (Malterud et al., 2016, p. 1753).

Given the specific aim of this research study, the pre-determined specifications of participant selection, the in-depth theoretical background, and the quality of the data and specific in-depth analysis approaches, *information power* was obtained (Malterud et al., 2016). The interview dialogue proved to be most informative; the qualitative data obtained were of high quality.

It is important to note here that any possible discomfort that might have occurred during each interview was mitigated by the inclusions of the following measures: The participant's option of omitting parts of the transcript; the participant's option of withdrawal from the study at any time with no implications (only possible up until the submission of this thesis), and the participant's choice of anonymity.

Additionally, participants were informed that all correspondence and transcripts would remain confidential and secured with passwords. Information during and after the data analysis phase (audio recordings, transcripts, and memos) were coded and confidentially and securely placed on a password secured portable hard drive, with a back-up password secured portable hard drive, in a lockable cabinet off university grounds.

With the aforementioned in mind, only one participant chose the option of anonymity. As such, a pseudonym is used in this thesis. All other participants wished to be identified. However, interview statements are presented in such a manner where a level of anonymity is provided due to the rich data that was ascertained from the participants. Therefore participant number allocations (e.g. Participant 1) do not align with the order of their presentation within this thesis. It is worth noting here that no participant withdrawal occurred, prior to or on completion of this thesis.

### 3.4.3 Academics' published views

Peer reviewed state-based academic journal articles about the practicum and ITE reform, by at least one professor and/or associate professor specialising in ITE programs, were chosen for this research project. An initial and extensive search of university public online sites from NSW; SA, and TAS, determined the author and article sample size. The chosen sample addressed the research aims, guiding questions, and the concept of *information power* (Malterud et al., 2016), as stipulated in the opening paragraph of 3.4.

The peer reviewed academic journal articles were chosen due to their public availability and ease of access, online; a quality aligning with this research project's outcome of contributing to professional and public discourse, concerning ITE. Additionally, the publication dates of the academic journal articles (2010-2017) align with the justification of the research setting; a setting that involves the introduction of the APSTs and the completion of this research project's data collection and analysis in early 2018, as stipulated in section 3.3.

## 3.5 The data collection methods

Data collection methods were determined through the examination of the guiding research questions and the information sought. In response, three qualitative methods for gathering data were decided upon: (a) the gathering of *official documents*, (b) *in-depth interviews* of knowledgeable, experienced leaders in ITE, and (c) the *academics' published views* from peer reviewed state-based academic journal articles on ITE initiatives. Collectively, the three qualitative data collection methods enabled cross-referencing and cross-analysis, using a triangulation approach and the analytical tools of Critical Discourse Analysis (CDA) and Framework Analysis (FA). Each data collection method is now discussed.

### 3.5.1 Official documents

The inquiry review process provided relevant and useful information in ascertaining what types of official documentation would require collection. Furthermore, it was important that the chosen official documentation be linked to the problem statement, purpose of the research study, and the guiding research questions; developed in the conceptual framework of this research study.

From the outset, the approach of the data collection method entailed developing an understanding of the *official documents'* social and contextual backgrounds; a fundamental approach to *interpretivism*. All official documentation was added to EndNote; reference management software used to reference and organise documents. Through scrutiny, an important approach to *critical theory*, understandings developed about the data and led to a decision being made for further analysis, through the use of NVivo software and notetaking processes.

### 3.5.2 In-depth interviews

NVivo software and notetaking processes were also used by the researcher for the *in-depth interviews*. The interviewer (researcher) travelled to various destinations to collect interview data from within Adelaide, South Australia and at a premise in Hobart, Tasmania. New South Wales participants were interviewed by the researcher in Adelaide; timely academic commitments, unrelated to this research study, enabled their participation in Adelaide.

Prior to the interviews, initial contact was made via an email invitation (Appendix A, Email invitation) that included the interview questions. Additionally, the *Participant information sheet* (Appendix A, Participant information sheet) and *Consent Form* attachments were included (Appendix A, Consent form) and all email correspondence had a delivery receipt and read receipt attachment. Upon acceptance, the completed *Consent Form* was obtained prior to interview from each participant.

The interview data collection method involved five individual semi-structured interviews. The semi-structured interview method enabled a platform for either the interviewer or interviewee to expand upon areas being explored, in order to provide greater detail with information and/or response(s). The openness of this method, in contrast to structured interviews, provides opportunities “for the discovery or elaboration of information that is important to participants” (Gill, Stewart, Treasure, Chadwick, 2008, p. 291).

At the beginning of each audio recorded interview, individual participants were provided with an opportunity to raise any possible concerns; no concerns were raised throughout each interview. Despite the articulation on the Participant Information Sheet (Appendix A) that only one 20-minute interview was required, there was an actual variation of time in real-terms practice. It is important to note here that all participants individually had control over their own interview duration. Individual interviews that exceeded the 20 minute allocation did so under the facilitation of each participant. Actual recorded time frames were: Participant 1: 26 minutes, 36 seconds; Participant 2: 17 minutes, 41 seconds; Participant 3: 56 minutes, 22 seconds; Participant 4: 28 minutes exactly, and Participant 5: 35 minutes, 31 seconds.

During the course of each individual interview, participants were invited to respond to the previously emailed open-ended questions. Directly after each interview, notes were written in the researcher's memo book. Over a period of time (one-week per interview), interview audio recordings were transcribed by the researcher using Dragon Premium speech recognition software. Upon completion of the transcribing, individual transcripts were emailed directly to each participant for verification purposes.

### 3.5.3 Academics' published views

Academics' views were also sought from state-based academic journal articles. Selected articles were initially identified through the inquiry review process. The data collection method entailed online searches using the University of Adelaide and University of Oxford library data bases. Distance *online* and face-to-face *hardcover* library loans from the University of Adelaide Barr Smith Library (2013-2017) and the University of Oxford Bodleian Library (2016-2018) occurred during the data collection phase. All articles represented the academics' views.

## **3.6 The data analysis approach and research tools**

Directly associated with the collection of the data, arise the data analysis approaches and tools; it is here that I describe and justify the research approach and tools used for the analysis of the data. The initial section focusses on a qualitative methodology for applied policy research with an emphasis on triangulation of data sources and analysis, as it can be applied to policy research (Creswell, 2008; Denzin & Lincoln, 2011; Oliver-Hayo & Allen, 2006; Patton, 2002). Later sections refer to the description and justification of Critical Discourse Analysis (CDA) and Framework Analysis (FA); the latter, considered a pliable tool that aligns with many qualitative research approaches and addresses "specific questions, a limited time frame, a pre-designed sample and a priori issues" (Srivastava & Thomson, 2009, p. 72). The former, "best viewed as

a shared perspective encompassing a range of approaches framing the details into a coherent whole” (Mogashoa, 2014, p. 110); as such, CDA and FA are considered useful complementary tools for the analysis of the qualitative data. The triangulation approach to research and the analytical tools of the data analysis will now be discussed.

### 3.6.1 Triangulation approach

The use of triangulation has been accepted in the social sciences for over fifty years. The approach originated from military navigation and surveying techniques (Jick, 1983; Hammersley & Atkinson, 1983), involving the measurement of various points to fix the position of an object or place on earth. It is a process involving “a series or network of triangles in order to determine the distances and relative positions of points spread over a territory or region” (“Triangulation”, 2011, p. 1539). Within research, the triangulation metaphor is used from this understanding. Kimchi, Polivka, and Stevenson, (1991) refer to Denzin (1970) and define triangulation “as the combination of two or more theories, data sources, methods, or investigators in the study of a single phenomenon” (Kimchi, Polivka, & Stevenson, 1991, p. 364).

The idea of triangulation for research purposes originated from Webb, Campbell, Schwartz, & Sechrest (1966), influenced by the collective thoughts of Campbell & Fiske (1959). Webb et al. (1966) wanted to overcome reliance upon singular definitions of theoretical concepts. The researchers sought to add measures to the questionnaire or interview process that did not directly rely upon participant involvement, or themselves, in negatively impacting upon response(s) (Blaikie, 1991). Webb et al. (1966) claimed that all research methods were biased and as such “argued for the use of a collection of methods (multiple operationalism) which they believed would reduce the effect of the peculiar biases of each one” (Blaikie, 1991, p. 116). As such, Webb et al. (1966) were aiming to use triangulation for the validity of information and results within research. “When a hypothesis can survive the confrontation of a series of complementary methods of testing, it contains a degree of validity unattainable by one tested within the more constricted framework of a single method” (Webb et al., 1966, p. 174).

On the basis of Campbell & Fiske (1959), and Webb et al. (1966), Denzin (1978) acknowledged concerns with bias and the validity of information and subsequent findings in *The research act: A theoretical introduction to sociological methods* (Denzin, 1978), and developed their use of triangulation, promoting the application of multiple triangulation (Blaikie, 1991, p. 116); the triangulation approach chosen for this research study.

With all types of triangulation approaches, two important purposes are identified; “confirmation of findings and completeness of findings” (Casey & Murphy, 2009, p. 42). The completeness of data is predominately concerned with collecting multiple perspectives from different sources of information. Such action enables a detailed depiction of phenomena to be constructed and different dimensions to be revealed (Casey & Murphy, 2009; Denzin, 1970; Denzin, 1989; Webb et. al., 1966).

This claim is supported by Knafl and Breitmayer (1991) and Boyd (2001); the last of whom states that the main reason for triangulation is to strengthen the validity of qualitative research through the establishment of findings from the results of more than one data collection approach (Boyd, 2001).

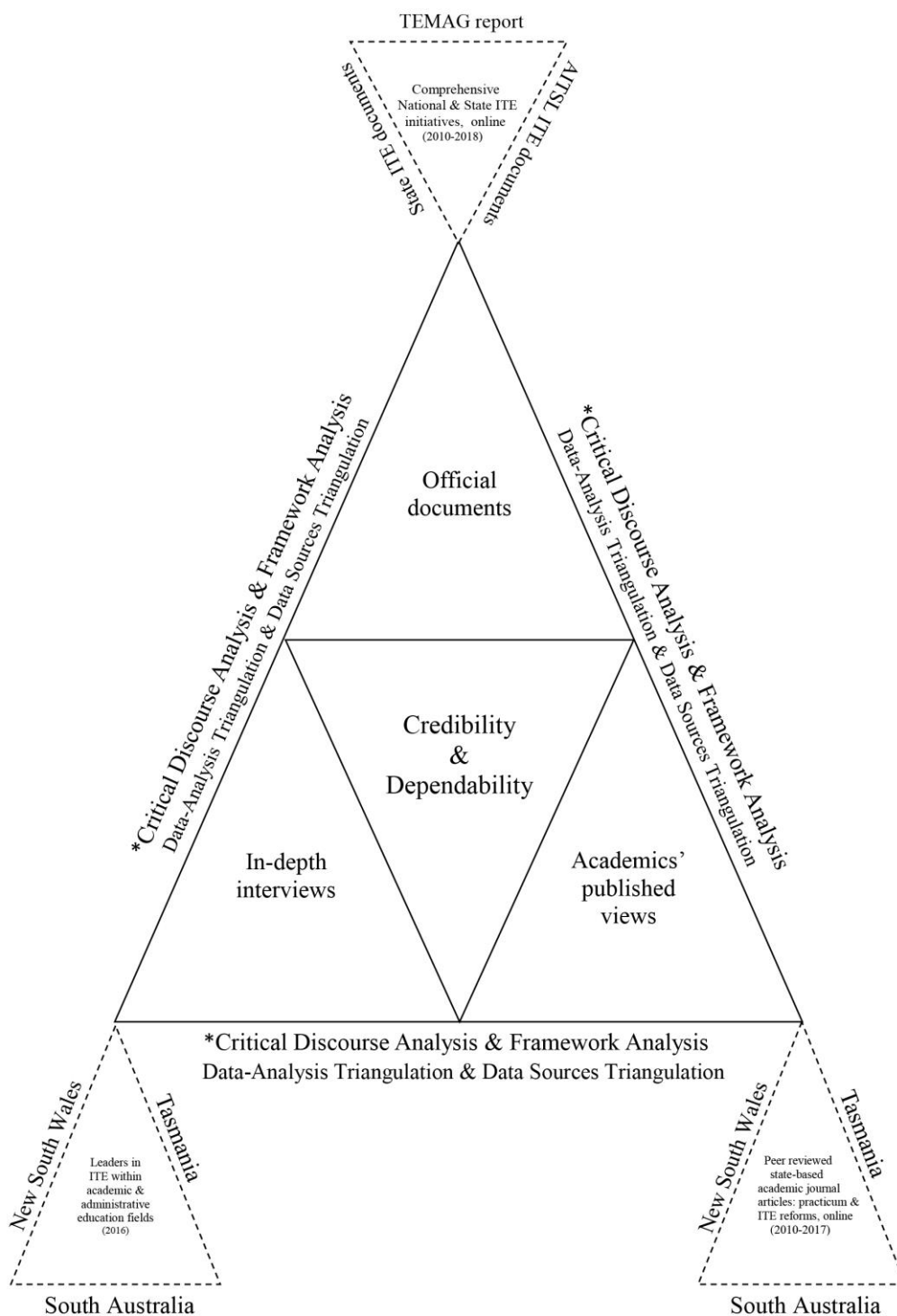
As such, a triangulation approach for applied policy research was developed from discussions amongst the Policy Research Discussion Group at The University of Adelaide’s School of Education (2013). By triangulating various types of data sources, obtained by using different approaches over a period of time, information was compared and cross-checked for credibility and dependability. This approach enabled discernment about whether the varying qualitative data illuminated similar or different important issues. Additionally, all collected information was monitored by the process (Denzin & Lincoln, 2011).

Figure 3.1 presents this qualitative research triangulation approach, applied in policy research. The basic principle of triangulation is represented in the three points of the main triangle, each of which names a type of data that is collected and used in this research project: *official documents*, *in-depth* interviews, and *Academics’ views from state-based academic journal articles*. Each of the three points supports a small triangle which indicates the forms of the data to be collected, with specific data analysis tools inscribed along the three edges.

The small triangle at the top, refers to *comprehensive National and State ITE initiatives* published within the period of 2010-2018 and consists of the document genres: reports; standards and procedures; guidelines; blueprint; framework; review, and policies.

The left-hand small triangle refers to interviews with knowledgeable, experienced leaders in ITE, within South Australia, New South Wales, and Tasmania; the small right-hand triangle represents the *academics’ published views* from peer reviewed state-based academic journal articles about the practicum and ITE reforms, available online (2010-2017).

Figure 3. 1 Multiple Triangulation approach applied in ITE policy research diagram



\*Tools of analysis used as a lens to illuminate data.

Derived from the *Policy Discussion Research Group* (2013). School of Education, Faculty of Arts, University of Adelaide.



These data, from three different sources, are further triangulated through the lens of two analytical tools for their interpretation; *Framework Analysis* and *Critical Discourse Analysis* (to be described and justified in the next two sections). These analytical tools are inscribed along the sides of the main triangle. The use of this triangulation approach is important in satisfying validity and reliability expectations for qualitative research, hence their depiction in the structure of the main triangle.

However, it is important to note that there are various types of triangulation approaches, all with different operational definitions. *Theory Triangulation*, *Method Triangulation*, and *Multiple Triangulation* serve as examples (Kimchi et al., 1991). As previously explained, the last approach is utilised within this research project and “is defined as the combination of any two or more types of triangulation in one study” (Kimchi et al., 1991, p. 365).

With this understanding in mind, the collective use of *Data-Analysis Triangulation*, and *Data Sources Triangulation* have been chosen for this research project due to their combined suitability in exploring multiple social and public policy issues from two analysis tools and varying sources of collected data. Additionally, the benefits of each triangulation approach combine to strengthen the validation of findings from the results and assist in obtaining a thorough and reasonable understanding of the research focus. The collective use of two different types of triangulation is supported by Denzin (1989). Operational definitions for these two triangulation approaches are:

***Data Sources Triangulation*** entails the process of “checking out the consistency of different data sources within the same method” (Patton, 2002, p. 556). Within the scope of this research project, this involves comparing and cross-checking information at different times and by different means within the qualitative methodology being applied in policy research. By cross-checking the three different types of data sources, various social and public policy issues are illuminated within this research.

***Data-Analysis Triangulation*** refers to “the use of two or more approaches to the analysis of the same set of data for the purpose of validation” (Kimchi et al., 1991, p. 365). Within this research study, two analysis approaches are utilised; *Critical Discourse Analysis* and *Framework Analysis*. These analysis tools enable the identification of similar and competing data patterns, therefore strengthening the verification of results (Kimchi et al., 1991, p. 365). These analytical tools will now be discussed, from theoretical to empirical understandings.

### 3.6.2 Critical discourse analysis (CDA)

CDA derives from a critical theory of language and considers the use and application of language as a type of social practice (Janks, 1997). Connected to social practice,

critical theories are generally concerned with issues of power and justice and the ways that the economy, race, class, gender, religion, education, and sexual orientation construct, reproduce or transform social systems (Rogers, Malamcharuvil-Berkes, Mosley, Hui, & O'Garro, 2005, p. 368).

Wodak and Meyer (2009) support this claim and state:

CDA emphasizes the need for interdisciplinary work in order to gain a proper understanding of how language functions in constituting and transmitting knowledge, in organizing social institutions or in exercising power (Wodak and Meyer, 2009, p. 7).

*CDA* is used to analyse important ramifications of issues (Mogashoa, 2014). As such, detailed connections and disconnections between written, oral, visual, societal, and cultural practices are studied. Such an approach assists greater understanding of education policies through social issues, language, and the kind of text, utilised (Mogashoa, 2014). Furthermore, *CDA* focusses beyond abstract language and centres upon language having meaning in a certain historical, contemporary, social, and political state. (McGregor, 2010). Therefore, *CDA* aims to investigate natural occurrences and deliberate intention(s) between events, practices, written texts, societal structures, culture(s), and processes to critically evaluate how these acts come-to-be and are ideologically formed by power relations and struggles (Locke, 2004).

Additionally, within the scope of this research study, *CDA* is considered a research tool to help educators understand the messages that are being sent out amongst themselves, the public, through the media, from politicians, and the wider community, about issues in ITE. Too often, messages from those who are in a position of power are taken as *truth(s)*; in contrast, messages from those without power are deemed as unimportant (McGregor, 2010). This viewpoint is supported by Lawes et al. (2007) who states, “all knowledge is viewed as political or biased and thus truth no longer holds its non-moral status” (Lawes et al., 2007, p. 42). Therefore, it can be ascertained that information is not to be considered as absolute; it requires close scrutiny with a *CDA* lens.

Providing an account of the role of language, its use, and discourse in the construction of authority and inequality is an important contributing factor for *CDA* (McGregor, 2010; Van

Dijk, 2006). As such, the function of CDA is considered to unhinge and critique language in a way that disrupts perceived common-sense (Lucke, 1996; Mogashoa, 2014). This claim is further supported by MacLure (2003):

a discourse-based educational research would set itself the work of taking that which offers itself as common-sensical, obvious, natural, given or unquestionable, and trying to unravel it a bit – to open it up to further questioning (MacLure, 2003, p. 9).

Within the scope of this research study, *CDA* is a research lens that assists understanding of a diversity of social and public policy issues, channelled by ideology and power relationships; fuelled by day-to-day written and verbal language. As such, written and verbal texts are critically and effectively analysed by investigating and critically analysing how the language is positioned; the purpose of the language; the consequences that have occurred as a result of the language, and what governs the language. Additionally, patterns within historical and current information contexts; emerging themes; and the identification of particular conditions in which the information was released are identified. Furthermore, the *CDA* lens allows for varying approaches and interconnections that can form patterns through a flexible form of analysis, where information is concurrently described, interpreted, and explained (Janks, 1997).

As such, a greater awareness of the underlying reasons of issues can enable those issues to be solved, not through undisputable answer, but through raising ontological and epistemological questions (Olson, 2007). Therefore, conclusive answers are not provided to the research issues, but rather an understanding of the underlying factors affecting the various social and public policy issues are ascertained, illuminating the intrinsic nature of the issues and their intentions, resting on the conjecture that warrant the actuality of the social and public policy issues (as stipulated in 1.8).

Qualitative methodology can lead to greater understanding of the underlying factors which affect social and public policy. The research results can illuminate the nature of the issues; reveal the intention of those developing and implementing public policy, and point to conjectures that challenge the actuality of the situations that the policy is intended to ameliorate.

Within the scope of this research study, the initial analytical goal was to identify and describe the connections amongst *official documents*, *in-depth interviews*, and *academics' views from state-based academic journal articles*. This approach is supported by Fairclough (1989; 1995) who delineated a three-tiered framework, involving the “analysis of texts, interactions, and

social practices at the local, institutional, and societal levels” (Rogers et al., 2005, p. 371). The “model for *CDA* consists of three interrelated processes of analysis tied to three interrelated dimensions of discourse” (Janks, 1997, p. 329).

The first goal of the analyst is to describe the relationships among certain texts, interactions, and social practices... A second goal is to interpret the configuration of discourse practices. A third goal is to use the description and interpretation to offer an explanation of why and how social practices are constituted, changed, and transformed in the ways that they are (Rogers et al., 2005, p. 371).

This is achieved by adhering to a thorough and methodical analysis process; a process that is both systematic in nature and aligns with other research that addresses change (Fairclough & Wodak, 1997). As such, Fairclough’s (1989, 1995) three dimensions of *CDA* and an adaptation of Schneider’s (2013) discourse analysis approach, based on analytical work by Chilton (2004) and Fairclough (1994) are utilised and applied in this thesis.

The three dimensions are: (1) “the object of analysis...”, (2) the processes by which the object is produced and received, ... and (3) the socio-historical conditions that govern these processes” (Janks, 1997, p. 329). Each of these dimensions needs a different analytical approach. Fairclough (1989, 1995) described these as: “text analysis (description); processing analysis (interpretation); social analysis (explanation)” (Janks, 1997, p. 329).

These *CDA* dimensions are underpinned by the *critical theory* paradigm; the text is deconstructed by testing and questioning the generally accepted meaning of the language. Additionally, a framework is provided to enable the building of an argument from specific information to informed logical reasoning, by discovering new emerging patterns, themes, and relationships between established categories; as such, the process is inductive and aligns with *interpretivism*.

Furthermore, both epistemological underpinnings of the *critical theory* and *interpretivism* paradigms overlap within these dimensions, in order to dismantle the commonplace portrayal of an issue from various positions. Inner-connections are revealed, and concepts are reconstructed, in relation to the social conditions that inform such a portrayal (Harvey, 1990).

This is achieved by using nine-steps of discourse analysis aligned with the qualitative research approach applied in policy research; drawing upon the overlapping epistemological view-points

of *critical theory* and *interpretivism*. These steps and the connections to *critical theory*, *interpretivism* and the *research methodology categories* are referred to in Table 3.4.

Table 3. 4 CDA nine-steps

<b>CDA nine-steps: Connections to <i>critical theory</i>, <i>interpretivism</i>, and <i>research methodology categories</i></b>				
Row	CDA nine-steps	Critical Theory	Interpretivism	Research methodology categories
1.	<i>Establishing the context</i>	Aspects of <i>critical theory</i> underpin the topic, in relation to ITE;  Historical realism as well as on-going process.	Aspects of <i>interpretivism</i> underpin the topic, in relation to ITE;  Social and contextual background.	Contextual;  Ideology critique;  Historic narrative.
2.	<i>Investigation of the production process</i>	Transformative role.	Relativism;  Subjectivism;  Social and contextual background.	Contextual
3.	<i>Coding of the data</i>	Language assists in actively constructing reality.	Text analysis (includes transcriptions): written, visual, oral, and aural.	Contextual
4.	<i>Examination of the source(s) structure</i>	Language assists in actively constructing reality;  Critical analysis of the structure, content, and language.	Language assists in actively constructing reality.	Diagnostic
5.	<i>Collection and examination of discursive statements</i>	Critical analysis of the content and language.	In-depth interview views.	Diagnostic
6.	<i>Cultural reference identification</i>	Historical realism as well as on-going process;  Historic narrative.	Social and contextual background.	Contextual
7.	<i>Linguistic and rhetorical tool identification</i>	Critical analysis of the content and language.	Language assists in actively constructing reality;  Text analysis (includes transcriptions): written, oral, and aural.	Diagnostic
8.	<i>Interpretation of the data</i>	Critical analysis of all data: content, context, and language.	Analysis of all data.	Diagnostic
9.	<i>Presentation of the findings</i>	Historical realism as well as on-going process.	Human <i>awareness</i> and the <i>world</i> environment continue to be interconnected.	Evaluative

The first step of CDA (*establishing the context*) is compatible with the initial step of FA (discussed in the next section) and assists in identifying where the information originates and how it is relevant to the overall picture about the issues with initial teacher education in three

Australian states. Adapted from Schneider's (2013) discourse analysis approach, the questions that guided this process were:

- Who authored the source(s)? (*official documents; academics' published views*)
- Who is the publisher and where was the source produced? (*official documents; academics' published views*)
- Where and when was each interview held? (*in-depth interviews*)
- Where and when was each source written? (*official documents; academics' published views*)
- Did any event(s) (social, political, or professional) act as a catalyst to the source(s)? (*official documents; academics' published views; in-depth interviews*)
- At time of publication, what was the response to the source(s)? (*official documents; academics' published views*)
- At time of checking the transcription, what was the participant response? (*in-depth interviews*)
- Did any extensive social, political or professional isolated or joint dialogue directly connect to the source(s)? (*official documents; academics' published views; in-depth interviews*)

The second step (*investigation of the production process*) also aligns with the initial step of *FA* and explores and checks all background information directly connected to the production process. Once established, attention is also spent on the way in which the source information is articulated. For instance, within this research study, one investigatory aspect centres upon *comprehensive ITE initiatives* that are readily available online. How a document is presented online can be vastly different to how the same document can be presented in hard copy. For instance, online source(s) can offer comment sections and various types of links, inclusive of video recordings, to “frame the meaning of the actual text and should be considered in an analysis” (Schneider, 2013, para. 7). Questions to guide this *CDA* step, which were inclusive of all of the above considerations, were:

- What is the background of the editor(s)/participants/author(s)/researcher? (*official documents; academics' published views, in-depth interviews*)
- Does a political bias exist with the source(s)? (*official documents; academics' published views*)
- What is the source's genre (e.g. report, inquiry, interview, article)? (*official documents; academics' published view;, in-depth interviews*)
- What type of audience is intended? (*official documents; academics' published views*)
- Are there associations with the source(s) and other groups? (*official documents; academics' published views, in-depth interviews*)
- Is there any financial information about the production process and/or directly related matters? (*official documents; academics' published views; in-depth interviews*)
- How does the imagery contribute to the source(s) (e.g. pictures, video recordings, resolution, font type, size, and colour)? (*official documents; academics' published views*)

The next step in this research project's process (*coding of the data*) aligns with the second stage of *FA* (to be discussed in the next section) and involves allocating coding categories to particular words, sentences, and paragraphs for analysis. This was achieved through the software program *NVivo*. Additionally, knowledge gained from the inquiry review assisted in theoretically identifying topics that linked to the research questions, eventually leading to key themes.

Upon further examination, categories were divided into sub-categories and additional new themes emerged from the data. This process was repeated for each type of analysis source, leading to a comprehensive list of coding categories. Schneider (2013) and Mayring (2002) support this process; the latter calling this process "*evolutionary coding* since your categories evolve from theoretical considerations into a full-fledged operational list based on empirical data" (Schneider, 2013, para. 12). *CDA* questions that guided this analysis process were:

- What language assists in actively constructing reality? (*critical theory*);
- Through analysis, what text links to the research questions, eventually leading to key themes? (*interpretivism*).

The fourth step in *CDA* (*examination of the source(s) structure*) aligns with the third stage of *FA* (discussed in the next section) and focusses on the structural characteristics of the sources. The questions that guided this stage of analysis were adapted from Schneider (2013) and were:

- Is there source information that collectively addresses a particular discourse? (*critical theory*);
- Do different discourse(s) cross-over? (*critical theory; interpretivism*);
- How are issues arranged? (*critical theory*);
- Are key issues counter-argued, only to be refuted? (*critical theory*).

The fifth step (*collection and examination of discursive statements*) also aligns with the third step of *FA* and centres upon collecting and further examining discourse information. All information is coded and examined with the two lenses; *CDA* particularly focusses on what the information directly states about the discourse strand. The gathered information enabled the mapping of *truths* to arise from the source material's main themes (Schneider, 2013). Questions that drive this area of analysis within this research study are:

- Through critical analysis, what does the information directly state about the discourse strand? (*critical theory*);
- What are the academics' or participants' views? (*interpretivism*)

After establishing the source's context, within this research project the sixth step (*cultural reference identification*) is considered; alongside the fourth step of *FA*. It is at this stage that focus is drawn towards how the issues are informed by the context (Schneider, 2013). The question that drives this area of analysis within this research study is:

- Does the context imbue the issue(s)? (*critical theory*)

This question addresses the written and verbal relationship(s) between the sources; in light of the issues with initial teacher education in three Australian states.

Additionally, the following step of analysis (*linguistic and rhetorical tool identification*) aligns with the fourth step of *FA* and identifies how the information operates through the language. This is achieved by looking for: words that share a contextual background (e.g. business communication); direct and in-direct speech patterns (e.g. quotes, para-phrasing); grammatical stylistic features (e.g. pronouns, verbs, tense, passive expression); language modalities (e.g. urgency, conjecture); rhetorical features (e.g. amplification; enumeratio; epithet), and language that suggests fact (e.g. through demonstration or suggestion) (Schneider, 2013). However, what resonates prominently within this stage of analysis is the importance in identifying how the presented information is projected across as matter-of-fact and taken-for-granted.

Once this information is established, the next stage of *CDA* (*interpretation of the data*) focusses upon making meaning of the analysed data. This eighth step of analysis aligns with the fifth step of *FA* (discussed in the next section) and involves collating the information together in order to explain the concepts that have arisen from the sources' data. Within this process, Schneider (2013) recommends that it is important to continue considering:

- The author(s) of what is being analysed;
- The position of the examined topic;
- The impact within time and place of the examined sources, and
- Beneficiaries of the uncovered discourse.

Upon completion of this stage of analysis, the *CDA* findings are presented and discussed (*presentation of the findings*). Evidence is provided to emphasise the relevance of key issues and findings, with the addition of the *FA* final fifth step. Additionally, it is here that this research study expands upon the results, providing detailed explanations and reasoning for why the findings actually matter. The question that guided this stage of analysis was:



- What historical and on-going evidence is provided to emphasise the relevance of the specific findings? (*critical theory*).

### 3.6.3 Framework analysis (*FA*)

*FA* is as an analytical tool, suitable for a qualitative approach to applied in policy research (Ritchie & Spencer, 1994; Srivastava & Thomson, 2009). It “provides an excellent tool to assess policies and procedures from the very people that they affect” (Srivastava & Thomson, 2009, p. 72). Like *CDA*, *FA* requires multiple steps of research analysis and is deemed a thorough and detailed research tool (Ritchie & Spencer, 1994; Srivastava, Thomson, 2009). Furthermore, *FA* is considered a pliable tool that constructs themes, through many qualitative approaches (Gale, Heath, Cameron, Rashid, & Redwood, 2013). As such, the researcher deemed its use appropriate with *CDA*; thereby, enabling a further understanding of the underlying factors affecting the various social and public policy issues. This in turn illuminates the intrinsic nature of the issues and the intentions of those devising them, as previously stipulated in section 3.6.2.

The *FA* lens applies well to research “that has specific questions, a limited time frame, a pre-designed sample and a priori issues” (Srivastava & Thomson, 2009, p. 72). Furthermore, *FA* is usefully applied to more than one data collection process and works well with many different types of research approaches, providing detailed data and increased validation and reliability (Srivastava & Thomson, 2009; Yin, 2003).

These capabilities are possible through the employment of five steps. These are: *familiarisation*; *identifying a thematic framework*; *indexing*; *charting*, and *mapping and interpretation* (Table 3.5) (Srivastava & Thomson, 2009); all of which will now be discussed.

The first step (*familiarisation*), involves becoming acquainted with the collected sources. This is achieved through the use of guiding questions. These were:

- What elements operate within the document(s)/interview(s)? Academics’ published views? (*critical theory*)
- What are the dimensions of perspectives or perceptions that are held? (*interpretivism*)

Such action provides an overview, illuminating important source features. This requires immersion in the data by reading and taking notes of: the chosen *official documents*, *interview transcripts*, and academics’ published views *from state-based academic journal articles*.

Table 3. 5 FA five-steps

<b>FA five-steps: Connections to <i>critical theory</i>, <i>interpretivism</i>, and <i>research methodology categories</i></b>				
<b>Row</b>	<b>FA five-steps</b>	<b>Critical Theory</b>	<b>Interpretivism</b>	<b>Applied Policy Research categories</b>
1.	<i>Familiarisation and establishing the context</i>	Aspects of <i>critical theory</i> underpin the topic, in relation to ITE;  Empirical investigation.	Aspects of <i>interpretivism</i> underpin the topic, in relation to ITE;  Knowledge is acquired through observation and interaction, involving understanding.	Contextual
2.	<i>Identifying a thematic framework</i>	Empirical investigation.	Knowledge is acquired through the interpretation of the emerging themes and issues.	Contextual
3.	<i>Indexing</i>	The identification of textual data sections that connect to a theme.	The interpretation of textual data areas that correspond to a theme.	Contextual
4.	<i>Charting</i>	Critically arranging data into theme charts.	The layout of theme charts that can still be clearly interpreted from the place of origin.	Diagnostic
5.	<i>Mapping and interpretation</i>	Critical analysis of main characteristics.	Interpretation leads to defining concepts, identifying phenomena, identifying connections, articulating explanations and strategies.	Diagnostic and Evaluative

The second step (*identifying a thematic framework*), commences when arising themes and issues within the data become recognised. It is important that the data is able to determine the emerging issues and themes (Ritchie & Spencer, 1994; Srivastava & Thomson, 2009; Yin, 2003). This is achieved by using the notes from the *familiarisation* step. Key data from the sources, now establish the beginnings of a thematic framework that can be used to refine and index information (Srivastava & Thomson, 2009). It is important to note that refining and indexing the thematic material involves *critical thinking* and *interpretivism*.

It involves making judgements about meaning, about the relevance and importance of issues, and about implicit connections between ideas...it also involves making sure that the original research questions are being fully addressed (Srivastava & Thomson, 2009, p. 76).

Guiding questions, drawing upon *critical thinking* and *interpretivism* were:

- What knowledge is acquired through the interpretation of the emerging themes and issues? (*interpretivism*)
- Are there areas of data that connect with a theme or issue? (*critical theory*)

The third step of analysis (*indexing*), involves discovering areas of data that connect with a theme or issue. All textual data is closely scrutinised within this process. Through the use of NVivo qualitative data analysis software, a numerical system was utilised so that references could be indexed. Additionally, text was annotated in interview transcript margins and on accompanying word documents for the *official documents* and *academics' published views*. Ritchie and Spencer (1994) support this process. Guiding questions through this analytical process were:

- Are there areas of data that connect with a theme or issue? (*critical theory*)
- How does the interpretation of textual data correspond to a theme? (*interpretivism*)

The next step (*charting*), builds upon the indexed information. It is during this process that the data themes are placed into charts, consisting of headings and sub-headings that were created from the thematic framework. Guiding questions for this stage of analysis were: What key elements are the basis for particular perspectives or perceptions? (*interpretivism*); Due to the underlying elements, what themes emerge from the data? (*interpretivism*).

Ritchie and Spencer (1994); Srivastava and Thomson (2009) emphasise the importance of keeping the data identifiable as to where it came from. A process to assist with this important recommendation is to keep the data (within each chart) in the same order; a process utilised in this research project.

The final step of analysis (*mapping and interpretation*) draws upon the charts and analyses key themes, identified in the charts. As a result, a diagram of the phenomenon is established; a key reference point with which to interpret all data. This reference point greatly assists in:

- identifying the phenomenon,
- identifying connections
- articulating explanations and strategies
- leading to specific findings

Questions that guide this stage of analysis are:

- What specific findings arise from the results of the analysis of data? (*interpretivism*)
- What connections and phenomenon are identified? (*interpretivism*)
- What explanations arise? (*interpretivism*)

Srivastava and Thomson (2009) explain the importance that “associations are reflective of the participant. Therefore, any strategy or recommendation made by the researcher echo true perspectives, beliefs, and values of the participants” (Srivastava & Thomson, 2009, p. 76). It is at this point, ethical considerations will now be discussed.

### **3.7 Ethical considerations**

Although ethical considerations for any research are paramount, for this research study they should be established “on a realistic assessment of the overall potential for harm and benefit to the research subjects” (Chambliss & Schutt, 2016, p. 61). With this in mind, theoretical and empirical considerations have been taken into full consideration, when planning and actively engaging in research.

Linking both of these considerations are *deontology* and *consequentialism*; the two main branches of ethics (Hallgarth, 1998). The former, focussing on actions arising from moral decisions, irrespective of consequences (Blackburn, 2008; Hallgarth, 1998); the latter, centred upon an act that can be considered morally right, depending on the consequences, only (“Consequentialism”, 2015).

Application of these two main branches in ethics, the significance of this research, and the diligent approach I have conscientiously provided in the construction, implementation, and writing stages, assist the establishment of ethical legitimacy and justification of this research. Furthermore, all ethical considerations are collectively examined in order to ascertain legitimacy and justification. A useful strategy for the examination are the underlying guiding questions about research obligations. These are:

- Am I a responsible researcher? (*deontology*);
- Am I committed to accurately discussing the data? (*deontology*)
- What are the possible consequences for each participant? (*consequentialism*)
- What are the possible consequences for this research? (*consequentialism*)

Additionally, essential processes were planned and acted upon in order to meet important elements, pertaining to informed interview consent. Cohen et al., (2007) refer to these elements as: *competence*; *voluntarism*; *full-information*, and *comprehension*.

The last (*comprehension*) refers to the importance of each participant understanding the nature and their contributing requirements for the research project; *full information* considers that each participant’s consent is confidently based on being fully informed about personal individual

rights and how the gathered information will be used; *voluntarism* refers to the importance of each participant being able to choose freely, whether to participate in the project or not, and *competence* pertains to the engagement of individuals who are well placed to provide accurate and relevant information. Individual participants who are not in a position to provide these types of information are not considered suitable to participate in the study.

Through a dedicated and sustained effort, I consider myself to have reached a high level of competence in meeting the ethical requirements for this research project, inclusive of:

- The acknowledgement of the social implications and consequences of the research;
- Gaining initial approval from the *University of Adelaide's Human Research Ethics Committee*;
- Adhering to The University of Adelaide (2018) *Responsible conduct of research policy (2018)*;
- Adhering to the *Australian code for the responsible conduct of research (2007)*;
- The accurate and full citation of other authors' relevant work.
- Gaining permission from each individual interview participant for an interview;
- The respectful use of the collected qualitative data;

In the process of gaining permission from the participants, all were informed in writing about the purpose of the research project (Appendix A, Email invitation; Appendix A, Participant information sheet) and consent forms (Appendix A, Consent form) were signed before each in-depth interview process. Interview dates and times were arranged based on the availability of each participant, and the approved access of an appropriate interview space.

All participants were given the option of anonymity of identity, confidentiality of responses, and informed of their rights. Interviewees were also informed that they could withdraw their involvement from the research at any stage, with no need of explanation required. This option was not acted upon by any participant.

Afterward, the transcript from each interview was individually distributed to participants for verification purposes and an option of omitting any parts of the transcript, deemed necessary by the participant, was offered up until the submission of this thesis. All data during and after the collection processes remained confidential, and to further protect the participant who chose anonymity, the name, role and in some cases other individuals mentioned during the interview process, were replaced with pseudonyms.

### 3.8 Credibility and dependability

Inclusive of the in-depth interview process and all other stages of this research study, were the concepts of *credibility* and *dependability*. It is important to note here that the terms *credibility* and *dependability* are intentionally referred to, in place of *validity* and *reliability*. This informed decision was made due to the acknowledgement of *validity* and *reliability* concepts and measures being regularly associated with quantitative research, founded upon philosophical considerations of the positivist paradigm (Golafshani, 2003); a paradigm not considered for this research study.

Furthermore, the concepts of *validity* and *reliability* are not deemed appropriate for this research study due to the naturalistic approach connected to this qualitative research. Seale (1999) supports this view and argues that considerations about standards in qualitative research began from concerns regarding the use of *validity* and *reliability* in quantitative research and “involved substituting new terms for words such as *validity* and *reliability* to reflect interpretivist [qualitative] conceptions” (Seale, 1999, p. 465); a paradigm pertaining to this research study.

As such, within the scope of this research study, “*credibility* refers to the truth of the data or the participant views and the interpretation and representation of them by the researcher” (Cope, 2014, p. 89) and *dependability* “refers to the constancy of the data over similar conditions” (Cope, 2014, p.89).

In relation to the concept of *credibility*, the researcher included her own experiences, within the role of researcher and substantiating the gathered information with the participants; an approach supported by Cope (2014) and Sandelowski (1986); the latter of whom states that a qualitative study is considered credible if

the truth value of a qualitative investigation generally resides in the discovery of human phenomena or experiences as they are lived and perceived by [participants], rather than in the verification of a priori conceptions of those experiences (Sandelowski, 1986, p. 30).

Furthermore, it is suggested by Guba and Lincoln (1981) that *credibility*, in place of internal validity, be considered as criterion measured against truth in the evaluation of the qualitative research. This is further supported by Sandelowski (1986):

A study is also credible when other people (other than researchers or readers) can recognize the experience when confronted with it after having only read about it in a study (Sandelowski, 1986, p. 30).

However, Sandelowski (1986) also states that it is important to acknowledge that there can be concerns for the *credibility* of truth in qualitative research when a researcher can readily identify with similar participant experiences. As a counter-measure to this concern, *credibility* is enhanced when I, as the researcher, clearly illustrate personal views and experiences in the role of researcher, in connection to personal views and experiences of participants.

The conclusions drawn are that a qualitative researcher must reflect upon and make visible the possible pre-understandings and the process of access in the study (Stenbacka, 2001, p. 553).

This, too, is taken into consideration with the *dependability* of the research. *Dependability* is enhanced by the researcher's actions when pre-understandings are discussed, research processes are checked and agreed upon by another researcher throughout different stages of the research process, and research results from the data are found to be consistent (Koch, 2006). Such considerations were evident during: consultation periods with the research supervisors; *credibility* and *dependability* testing of the open-ended interview questions by an independent researcher, with a specialisation in qualitative interview processes, and the similar results that were discovered across participant responses, within like individual conditions.

Additionally, a strategy to not only enhance, but test *credibility* and *dependability* was demonstrated through the *Multiple Triangulation* approach of the *official documents*, in their various forms; *academics' published views*, and *in-depth interviews*. Through *Multiple Triangulation*, information was examined in order to identify meaningful and useful data. The procedure of *Multiple Triangulation* of the data sources and their analysis provided checks and counter checks to highlight any inconsistency or incompatibility among the data sources, enabling identification of any false, misleading, inappropriate, or fictitious data.

The *Multiple Triangulation* approach, inclusive of *Data-Analysis Triangulation*, and *Data Sources Triangulation* (as stipulated in 3.6.1), has proven useful in naturalistic and qualitative considerations to evaluation, in order to check for any possible bias and establish logical understanding to the underlying factors affecting the various social and public policy issues.

### 3.9 Inclusions

Consideration for inclusions within this research study involved responses to the following questions:

- What is to be included?
- Why the inclusion(s)?
- How to include?

These questions formed an initial strategy in the decision-making process; a strategy deemed necessary due to the number of *official documents* and *academics' published views* from leaders in ITE and education policy reform, across a broad range of stand-alone studies within SA, NSW, and TAS.

A major benefit was access to information from *academics' published views* and *official documents*, via information technology. With the above questions in mind and gained acknowledgement of the collective volume of information about ITE and education policy reform, it proved necessary to include representations for each source type within the scope of this research.

Therefore, with the mindset of this research adding to public discourse, the decision was made to include for analysis the *peer reviewed state-based academic journal articles about the practicum and ITE reforms* and *comprehensive National and State ITE initiatives* from 2010-2018; readily available to the teaching profession as well as the general public. As such, online relevant examples of these source types were referred to for analysis. The rationale and justification for these inclusions and time period were referred to in section 3.4.3. The specific criterion for inclusion are listed below:

*Each peer reviewed state-based academic journal article about the practicum and ITE reforms* had to satisfy the following criteria:

- At least one professor and/or associate professor (who specialise in ITE), contributed to the writing of the article;
- Academic journal articles had all-or-most author(s) directly affiliated with either NSW, SA, or TAS at the time of writing the article;
- Academic journal articles referred to issues with ITE, with a particular focus on the practicum and ITE reforms;
- Academic journal articles were peer reviewed;
- Academic journal articles were available to the academic teaching profession and general public, online; as stipulated in 3.4.3.



Each *comprehensive National and State ITE initiative* had to satisfy the following criteria:

- The initiatives had either a full or substantial focus on ITE that directly or indirectly was relevant to NSW, SA or TAS.
- The initiatives were written, published, and enacted upon during a particular period within 2010-2018;
- The initiatives made a direct impact upon ITE within NSW, SA, or TAS, evident in the inquiry review (1979-2017), other *official documents* (2010-2018), *academics' published views* (2010-2017), and the *in-depth interviews* (2016);
- The initiatives were available to the teaching profession and general public, online; as stipulated in 3.4.1.

Specific source information about the *peer reviewed state-based academic journal articles about the practicum and ITE reforms* and *comprehensive National and State ITE initiatives* are listed in the tables, below:

Table 3. 6 Academic journal summary table

<b>Peer reviewed state-based academic journal (2010-2017)</b>		
<b>Author(s) and current title(s)</b>	<b>State orientation</b>	<b>Articles about the practicum and ITE reforms: Title and year of publication</b>
Associate Professor Peter Howley Associate Professor Ruth Reynolds Associate Professor Erica Southgate	NSW NSW NSW	The teaching discipline doesn't matter? An assessment of preservice teachers' perception of the value of professional experience in attaining teacher competencies (2016)
Professor Jo-Anne Reid	NSW	Doing it by the numbers? Educational research and teacher education (2011a)
Professor Jo-Anne Reid	NSW	A practice turn for teacher education? (2011b)
Associate Professor Erica Southgate Associate Professor Ruth Reynolds Associate Professor Peter Howley	NSW NSW NSW	Professional experience as a wicked problem in initial teacher education (2013)
Professor David Lynch Dr Tony Yeigh	NSW NSW	Reforming initial teacher education: A call for innovation (2017)
Professor Simone White Associate Professor Di Bloomfield Associate Professor Rosie Le Cornu	Vic NSW SA	Professional experience in new times: Issues and responses to a changing education landscape (2010)
Associate Professor Rosie Le Cornu	SA	Professional experience: Learning from the past to build the future (2016)
Professor Kim Beswick	TAS	Ready to learn (2015)
Professor Karen Swabey Professor Geraldine Castleton Professor Dawn Penney	TAS TAS TAS	Meeting the standards? Exploring preparedness for teaching (2010)

Table 3. 7 Comprehensive ITE initiatives summary table

<b>Comprehensive ITE initiatives (2010-2018)</b>		
<b>Author(s)</b>	<b>Impact</b>	<b>Title and year of publication</b>
TEMAG: Professor Greg Craven (Chair) Professor Kim Beswick Mr John Fleming Mr Trevor Fletcher Ms Michelle Green Dr Ben Jensen Professor Eeva Leinonen Professor Field Rickards	National	Action now: Classroom ready teachers (2014)
AITSL	National	Initial teacher education: Data report (2013)
AITSL	National	Initial teacher education: Data report (2014)
AITSL	National	Initial teacher education: Data report (2015a)
AITSL	National	Initial teacher education: Data report (2016b)
AITSL	National	Initial teacher education: Data report (2017)
AITSL Professor Helen Timperley	National	National system for the accreditation of pre-service teacher education programs: Consultation report (October 2010)
AITSL	National	Accreditation of initial teacher education programs in Australia: Standards and procedures (December 2015b)
AITSL	National	Guidelines for the accreditation of initial teacher education programs in Australia (June 2016a)
Dr Michele Bruniges (Education and Communities) Mr Patrick Lee (NSW Institute of Teachers) Mr Tom Alegounarias (Board of Studies NSW)	NSW	Great teaching, inspired learning: A blueprint for action (2013)
Board of Studies, Teaching and Educational Standards NSW	NSW	A framework for high-quality professional experience in NSW schools (2014a)
Board of Studies, Teaching and Educational Standards NSW	NSW	Quality of initial teacher education in NSW: Online initial teacher education in NSW (2014b)
Board of Studies, Teaching and Educational Standards NSW	NSW	Accreditation of initial teacher education programs in NSW: Policy and procedures (0.4) (2014d)
Board of Studies, Teaching and Educational Standards NSW	NSW	Great teaching, inspired learning – A blueprint for action. Report card (2014c)
Board of Studies, Teaching and Educational Standards NSW	NSW	Quality of initial teacher education in NSW. Learning assessment: A report on teaching assessment in initial teacher education in NSW (2016).
NSW Education Standards Authority (NESA)	NSW	Quality of initial teacher education in NSW: Digital literacy skills and learning report: A report on teaching information and communication technologies in initial teacher education in NSW (2017a).
NSW Education Standards Authority (NESA)	NSW	NSW supplementary documentation: Professional experience in initial teacher education (2017b)
Teachers Registration Board of South Australia	SA	Policy and strategic development: Initial teacher education program accreditation policy (3.0) (2018)
Teachers Registration Board Tasmania	TAS	Promoting the teaching profession and developing and improving teaching standards (2017)

In addition to these sources, *in-depth interviews of leaders in ITE within academic and administrative education fields* were taken into consideration, as first stipulated in 3.4. Specific criteria for inclusion and source information are now listed, below:

*In-depth interviews of leaders in ITE within academic and administrative education fields*, criteria:

- Each participant is acknowledged by professional peers and the general public as an experienced and knowledgeable leader, in ITE;
- Each participant holds, or recently held for a sustained period of time, an educational leadership position in either NSW, SA, or TAS.

Table 3. 8 In-depth interview source summary

<b>In-depth interview source summary (2016)</b>		
<b>Name</b>	<b>Position held at the time of interview</b>	<b>State</b>
Professor Tania Aspland	Executive Dean Faculty of Education and Arts Australian Catholic University (ACU)  President Australian Council of Deans of Education (ACDE)	NSW
Professor Lindsay Parry	Head of School of Education Albury-Wodonga, Port Macquarie, Wagga Wagga Charles Sturt University (CSU)	NSW
Professor Emeritus John Williamson	Former Dean of Education University of Tasmania (UTAS)  Deputy President Australian Council of Deans of Education (ACDE)	TAS
Ms Meredith Phillips	Manager of Professional Standards and Registration Teachers Registration Board Tasmania (TRB TAS)	TAS
Professor Jo Smith (pseudonym)	Academic leadership position at a university	SA

In reference to the above tables, decisions were guided by the review of the inquiries over the quarter of a century immediately preceding this research; as such, it is appropriate that the *review of the inquiries'* criteria are specified within this section.

*Review of the inquiries:*

- Hard-copy and online review of the inquiries align to past ITE investigations and include: Teacher education inquiries from 1980-2007, with a focus on National, NSW, SA, TAS;
- The inquiries chosen for review made a direct impact upon ITE within NSW, SA, and TAS;

- Review of the inquiries was written and/or referred to during a particular period within 1980-2007.

It is important to note that the inclusion of inquiries that made a direct impact upon ITE within the three varying sized states (NSW, SA, and TAS) was important, as a means of representing different social and public policy origins and issues; inclusive of underlying factors in ITE.

### **3.10 Key limitations**

Within this research study, utilised theoretical and empirical instruments have been critically considered for their appropriateness and application in analysing issues with initial teacher education in three varying sized Australian States. A contemplative account of the research instruments' construction has been provided to the reader in this chapter; however, theoretical and empirical key limitations, inclusive of de-limitations (where actioned), also require scrutiny; it was these limitations that externally restricted and intentionally imposed upon the scope of this research study (3.10.1).

With the mindset of proposing suggestions for the transferability and development of analyses for similar contexts or settings (discussed in Chapter 6), it is here that the key limitations for this research study are discussed. Firstly, the limitations within the methodological approach are addressed; secondly, theoretical limitations are considered, and thirdly, inherent practical limitations and de-limitations are explored.

#### 3.10.1 Methodological limitation

As stipulated in the introduction of this chapter (3.1), the qualitative methodology applied to policy research was chosen for this study due to its suitability in addressing the central research questions, the many types of data collection, and its ability in providing clarity about processes and phenomena (Symon & Cassel, 1998).

During this research study, each methodological decision involving the *Multiple Triangulation* approach (*Data-Analysis Triangulation* and *Data Sources Triangulation*), the *CDA* and *FA* data analysis tools, the writing, and the dissemination strategies, both provided and restricted information available to the researcher.

The former is discussed at different stages throughout this thesis. However, it is here that a methodological key limitation with the source categories is discussed, potentially having a great

impact upon the research results and the capacity to respond to the research questions. For instance, individual *in-depth interviews*, *official documents*, and *academics' published views* were chosen for this research study instead of *observations*, a *survey instrument*, and *media reports* (for example). Decisions were made in order to seek individual academic perspectives in response to the research questions, gain information and insight from official documents, and obtain peer reviewed information about the practicum and ITE reform, from academics specialising in ITE.

As a consequence, these decisions directly impacted upon the knowledge types that could be established and as a result, a key limitation was created (Table 3.9), progressing from conceptual understandings to identifying particular variables of information. An important aspect to acknowledge here is that this key limitation required vigilance from the researcher in ensuring that epistemological positions were maintained, throughout the research study.

The *interpretivism* position of revealing underlying meanings through interpretation and the transformative *critical theory* position, were always maintained throughout this research study. To support this claim, an example for consideration is the coding of the *accountability* theme. The indexing of the data that corresponded to this particular theme and the association between this theme and other themes required critical thought, scrutiny, and interpretation; a decision reliant upon what arose out of the data. The information may have been represented differently if other epistemological positions had been adopted, reinforced with other categories of research being chosen.

This example of the methodological key limitation establishes an important understanding for a multitude of other limitations within any research study; inclusive of this thesis. The overarching main point here is that all methodological decisions, made and acted upon during a research study, can both concurrently illuminate and conceal information.

However, with this in mind, additional comprehensive data on this research topic could be obtained through the consideration and use of triangulation with alternative research sources, such as those referred to earlier in this section. Such an approach can build upon research understandings and add to public discourse.

### 3.10.2 Theoretical limitation

The key theoretical limitation pertaining to this thesis directly aligns to the *FA* research tool. This thesis did not make use of particular types of theoretical questions that can be considered to fall into a particular category within *FA*, due to the nature and design of this research study.

With the *FA* analytical tool used in this research study, three categories of question types were utilised, as stipulated in 3.6.3; however, a fourth theoretical category (*Strategic*) was not called upon because of the types of questions associated with this category address the discovery of “new theories, policies, plans or actions” (Ritchie & Spencer, 2011, p. 3). For instance, the questions: “what types of services are required to meet needs? What actions are needed to make programmes or services more effective?” (Ritchie & Spencer, 2011, p. 4) did not serve the purpose of this research study and were therefore not included; conclusive answers were not provided to the research issues but understanding of the underlying factors affecting the various social and public policy issues were ascertained, as stipulated in 3.6.2.

However, this limitation could be overcome in future research about this topic through the consideration and use of the *Strategic* category. If the aim of future research is to implement new recommendations for policies or actions, this additional theoretical approach could expand upon the impact of results and build upon the research understandings.

### 3.10.3 Exploring the practical limitations

Unavoidable practical limitations and intended de-limitations are also noted within this research study. Practical limitations (Table 3.9) and practical de-limitations (Table 3.10), inclusive of corresponding justifications are listed in the tables, below:

Table 3. 9 Practical limitations

<b>Practical limitations</b>		
<b>Type</b>	<b>Key limitations</b>	<b>Justification</b>
<i>In-depth interviews</i>	1. Four declined interview invitations.	1. This outcome could not be controlled by the researcher. The declined interview invitations may have influenced the results of this research study.
<i>Official documents</i>	1. There was a lack of official documentation regarding ITE inquiries, reports or policies from SA and TAS during the period of 2010-2018, inclusive.	1. AITSL official documentation, towards a national standardised approach to ITE was being utilised by the States.
<i>Academics' published views</i>	1. There were a surprisingly limited number of individual academic journal articles that met all of the selection criteria for this source type.	1. Many academic journal articles referred to a broad range of stand-alone studies within SA, NSW, and TAS but did not match all of the criteria.
<i>Review of the inquiries</i>	1. Tasmania was included in teacher education inquiries from 1980-2007 but in light of the scope of this research study, only one inquiry was led from Tasmania.	1. Within the scope of this research study, teacher education inquiries 1980-2007 were predominately written or led from other Australian states.

Table 3. 10 Practical de-limitations

<b>Practical de-limitations</b>		
<b>Type</b>	<b>Key de-limitations</b>	<b>Justification</b>
<i>In-depth interviews</i>	<p>1. Individual semi-structured interviews.</p> <p>2. Five semi-structured interview questions;</p> <p>3. No more than nine individual participants were to be interviewed.</p> <p>4. Each participant was acknowledged as an experienced and knowledgeable leader in ITE who holds or recently held an educational leadership position in either NSW, SA, or TAS, as stipulated in 3.9;</p> <p>5. Each participant holds, or held, an educational leadership position in either NSW, SA, or TAS.</p> <p>6. Interviews were held during 2016.</p>	<p>1. Enabled a platform to expand upon areas being explored, as stipulated in 3.5.2 (Gill, Stewart, Treasure, Chadwick, 2008, p. 291).</p> <p>2. Due to anticipated participant professional demands, five semi-structured interview questions, with the opportunity for participants to expand upon, were explored;</p> <p>3. Five interviews occurred due to some interview invitations being declined. The number of interviews was a contributing factor to ‘information power’, as stipulated in 3.4.2 (Malterud et al., 2016).</p> <p>4. The quality of obtained qualitative data, and the specific in-depth analysis approaches were a contributing factor to <i>information power</i>, as stipulated in 3.4.2 (Malterud et al., 2016).</p> <p>5. Relevant to the States in focus for this research study, as first stipulated in the Abstract.</p> <p>6. This period was deliberately chosen after a substantial review of the inquiries. Additionally, the period enabled a time-frame for transcription, <i>CDA</i>, <i>FA</i> and <i>T</i> of the qualitative data, prior to thesis submission.</p>
<b>Type</b>	<b>Key de-limitations</b>	<b>Justification</b>
<i>Official documents</i>	<p>1. Official documents not fully or substantially focussed on ITE were not included.</p> <p>2. Official documents that were not written, published or acted upon within the period 2010-2018 were not included.</p> <p>3. Official documents not directly or indirectly relevant to NSW, SA or TAS were not included;</p> <p>4. Official documents not available online to the teaching profession and general public were not chosen for this research study.</p>	<p>1. The official documents made a direct impact upon ITE;</p> <p>2. The period of focus for this research project; official documents were still relevant - evident in the inquiries’ review (1979-2017), other official documents (2010-2018), academics’ published views (2010-2017), and the in-depth interviews (2016), as stipulated in 3.9;</p> <p>3. NSW, SA, and TAS were the focus in this research study.</p> <p>4. This limitation aligned with this research study’s aim of contributing to professional and public discourse, concerning ITE, as stipulated in 3.4.1. As such, documentation needed to be readily available.</p>

Type	Key de-limitations	Justification
<i>Academics' published views</i>	<p>1. Academic journal articles that were not focussed upon issues with ITE, with a particular focus on the practicum and ITE reforms, are not included;</p> <p>2. Academic journal articles had at least one professor and/or associate professor (who specialised in ITE), contributing to the writing of the article;</p> <p>3. Each academic journal article had all-or-most author(s) directly affiliated with either NSW, SA, or TAS at the time of writing the article;</p> <p>4. Each academic journal article was peer-reviewed;</p> <p>5. Academic journal article publication dates were limited to (2010-2017), inclusive;</p> <p>6. Each academic journal article was available to the academic teaching profession and general public, online; as stipulated in 3.4.3;</p> <p>7. Other sources of information were not included (e.g. media reports).</p>	<p>1. The journal article sample needed to address the research aims and guiding questions; the number of academic journal articles were a contributing factor to <i>information power</i>, as stipulated in 3.4 (Malterud et al., 2016).</p> <p>2. Contributing author(s) needed to be acknowledged as experienced and knowledgeable leaders in ITE.</p> <p>3. NSW, SA, and TAS were the focus in this research study, as stipulated in the above table section;</p> <p>4. Accuracy and academic scrutiny were important in order to establish credibility and dependability of information;</p> <p>5. The publication dates of the academic journal articles aligned with the justification of the research setting; a setting that involved the introduction of the APSTs and the completion of this research project's data collection and analysis in early 2018, as stipulated in section 3.3;</p> <p>6. The academic journal articles were limited to online access due to public availability and ease of access, a quality aligning with this research study's aim of contributing to professional and public discourse, concerning ITE, as stipulated in 3.4.3;</p> <p>7. Due to the triangulation approach in this research study, source types were limited to official documents, in-depth interviews and academics' published views, as stipulated in 3.4.</p>
Type	Key de-limitations	Justification
<i>Review of the inquiries</i>	<p>1. Teacher education inquiries were limited to a National, NSW, SA, and TAS focus;</p> <p>2. Review of the inquiries was limited to those written during the period 1980-2007.</p> <p>3. The inquiries chosen for review were limited to having a direct impact upon ITE only within NSW, SA, and TAS;</p> <p>4. Review of the inquiries was limited to the period of 1980-2007.</p>	<p>1. The teacher education inquiries needed to address the research aims and guiding questions of this research study;</p> <p>2. The three States were the focus in this research study;</p> <p>3. This period was inclusive of the National inquiry (1980) into teacher education, up until the following National inquiry (2007). These inquiries impacted upon NSW, SA, and TAS;</p> <p>4. The limitations with inquiry choice provided a context that enabled insight into ITE leadership and Australian Federal/State Government perspectives.</p>



With the aforementioned practical limitations and de-limitations in mind, the overarching key limitation and de-limitation can be considered to be both the three Australian States and the source types for analysis.

These justified choices (uncontrolled and controlled) highlight the significance of the triangulation of the *official documents*, *in-depth interviews*, and *academics' published views* pertaining to the three Australian States. Furthermore, the practical key limitation and de-limitation demonstrates the dedicated focus of this research study to understand various factors affecting the social and public policy issues within the research setting; a timeframe that encompasses the introduction of AITSL initiatives and the completion of this research project's data collection and analysis in 2018, as stipulated in 3.3.

Additionally, the practical key limitation and de-limitation also point to the need for further research; utilising a triangulation approach that is inclusive of other Australian States and Territories. The choice of whether to use the same source types for analysis or alternative source types (referred to in 3.10.1) remains with future researcher(s); however, either actions would be able to build upon the findings of this research study and enable greater public understanding of the issues.

### **3.11 Summary**

Within this chapter, theoretical and practical decisions about this study were identified and research steps, outlined; progressing from theoretical understandings to empirical research details. Important points for re-iteration are: the discussed ontological and epistemological view-points and *critical theory* and *interpretivism* paradigms were continuously considered throughout this research methodology. They represented the essential underpinning of this qualitative research utilising a *Multiple Triangulation* approach and the analytical tools of *CDA* and *FA*.

Additionally, in partnership with the above theoretical and practical decisions, the ethical, credibility and dependability factors were considered in an endeavour to strengthen trustworthiness with readers and provide a basis for understanding the factors affecting the various social and public policy issues, highlighting their very nature and their connected intentions.

With the above in mind, the research issues to be overcome were made possible in the following chapters through the philosophical underpinnings and the suitable research methodology, involving *Multiple Triangulation* of three different types of data sources and the use of *CDA* and *FA* (Figure 3.1). This approach enabled the researcher to distinguish whether the qualitative data highlighted important issues. Additionally, information was monitored, critically assessed, and interpreted (Denzin & Lincoln, 2011), providing the capabilities of establishing a clear picture about the processes and phenomenon.

The advantages of the aforementioned research approach substantiated the findings from the results within this research study and successfully addressed the research problem, the purpose of the study, and research questions. In Chapter 4, the backgrounds of the *official documents*, *in-depth interviews*, and *academics' published views* are further explored, leading to in-depth analysis of the results, in Chapter 5. In Chapter 6, the research problem is addressed by drawing upon the analysis results and synthesising the gained information and understandings.

## CHAPTER 4: BACKGROUND TO THE ANALYSIS

### 4.1 Introduction

Within Chapter 3, the importance of establishing and discussing the background of the analysis was identified as a central focus in the first two analytical steps of *CDA* and the first step of *FA*. This vital consideration was inclusive of individual interview participant backgrounds as well as author and contextual backgrounds. Within this chapter, the background to analysis is discussed and provides an important overview that establishes, within this research study: where the information originated from, the identification of important source features, and the relevance pertaining to the issues with ITE in NSW, SA, and TAS.

To accomplish this aim, the background analysis of the data sources: *comprehensive ITE initiatives; leaders in ITE within academic and administrative education fields, and peer reviewed state-based academic journal article authors and their chosen publications*, was related to the *problem statement, purpose, and research questions*. This analysis was achieved through the simultaneous application of the *CDA* guiding questions and the *FA* contextual category consideration; two compatible analytical tools used as a dual lens to assist in illuminating the qualitative data.

Additionally, a synthesis of the source background results was made possible through the implementation of the *Multiple Triangulation* approach; an approach that also guided the organisational structure of this chapter; logically ordered by the three main key source areas (*official documents, in-depth interviews, and academics' published views*) represented in the *Multiple Triangulation* approach applied in policy research diagram (Figure 3.1 in section 3.11).

Within this chapter, the background information pertaining to key source areas was two-fold: *familiarisation and establishment of the context* (Table 3.4, section 3.6.2; Table 3.5, section 3.6.3) and *investigation of the production process* (Table 3.4, section 3.6.2). This strategy aligns with the methodological approach of this study as well as the initial analytical steps of *CDA* and *FA*.

In conclusion, a background synthesis is provided that is inclusive of my position as researcher, by clearly articulating personal views and experiences in the role of researcher, in connection to the source information. Such a consideration is supported by Meighan and Siraj-Blatchford (1997). As such, it can be considered that *credibility* is further enhanced through *critical*

empirical investigation as well as *interpretive* observation, involving understanding and interactional experience(s) with the source(s).

## 4.2 The official documents

The analysed *official documents* were chosen through the Chapter 2 review discussion by identifying connections to the problem statement, purpose, and guiding research questions. These connections were strengthened through developed understandings about the official documents' social and contextual backgrounds; a process very much connected to *interpretivism*, as stipulated in section 3.5.1.

Through analysis and the simultaneous application of the *CDA* guiding questions and *FA* contextual category considerations, understandings were further developed about the data; an important approach to *critical theory*. The 19 comprehensive ITE initiatives were analysed through *CDA* and *FA*. The *familiarisation and establishment of the context* (Table 3.4, Row 1; section 3.6.2; Table 3.5, Row 1, section 3.6.3) and *investigation of the production process* (Table 3.4, Row 2, section 3.6.2) are now looked at, through the *CDA* and *FA* lenses in order to examine this set of qualitative data.

All of the official documents were originally written from specific professional viewpoints. It is through *CDA* and *FA* that these viewpoints become evident, and the reader is familiarised with the documents through the researcher's acquired, observational, and interactional knowledge; explained throughout the course of this section of the chapter.

### 4.2.1 Familiarisation and establishment of the context

The aim of this analysis stage was to become well-and-truly acquainted with the data, from individual documents to an overall sense of what was being conveyed. This stage is a characteristic of many qualitative research approaches and is referred to as "immersion" (Ritchie, Spencer, 1994, p. 179). As such, the researcher obtained a holistic understanding of the information; involving reading, and the taking of notes about what was emerging from the collective data.

Through *CDA*, specific questions adapted from Schneider's (2013) discourse analysis approach, guided the analytical process (stipulated in 3.6.2) for each *official document*. The responses to the first step of *CDA* questions (*establishing the context*) for the *official documents* are referred to in (Table 4.1). However, with *FA* it was not necessary to review every individual

data sample in the *familiarisation* stage (Srivastava & Thomson, 2009). Such action occurs at the later analytical *indexing* stage.

From a perspective within the role of researcher, this approach was deemed advantageous due to the size of the *official document* data set. Additionally, this approach was beneficial to the researcher during the earlier stages of analysis, where data collection was yet to be completed. These benefits were also acknowledged in another study by Parkinson (2016).

With this in mind, the *FA* contextual category consideration (guided by questions) assisted the researcher in identifying the overall form and nature of what existed in the *official documents*. This was achieved by reading and taking notes about the *official documents*, thus providing a sense of what was deemed important in ITE, with a focus on the practicum. As such, an initial set of preliminary codes were developed (Table 4.1).

Table 4. 1 Official documents: Familiarisation and establishing the context

<b>Contextual: Identifying the form and nature of what exists (FA)</b>	
What elements operate within the document(s)? ( <i>critical theory</i> ) (preliminary codes)	What are the dimensions of perspectives or perceptions that are held? ( <i>interpretivism</i> ) (preliminary codes)
Commonwealth Government;  AITSL, on behalf of the Commonwealth Government;  State governments;  Independent statutory authorities;  Contributing submissions to <i>official documentation</i> are pre-dominantly from educational organisations, higher education institutions, and educational associations.	There is ongoing critique and scrutiny about ITE, inclusive of the practicum;  There are ongoing recommendations for ITE reform, inclusive of the practicum;  There is an accountability agenda, with a focus on standardisation and centralisation - inclusive of the practicum;  The importance of the practicum is regularly acknowledged in official documentation.  The importance of partnerships in ITE, with a particular focus on the practicum, is regularly acknowledged in the official documentation.

The identification of the form and nature of what exists in the documents directly connected to issues with ITE in NSW, SA, and TAS, and also related to the problem statement, purpose, and research questions for this study. This information is expanded upon in Chapter 5, through the additional *FA* and *CDA* steps of analysis; all of which are referred to in 3.6.2 (Table 3.4) and 3.6.3 (Table 3.5), respectively.

Alongside this process, the initial step of *CDA* (*context establishment*) was implemented. In addition to the initial stage of *FA*, the *CDA* sought background detail through the review of each data sample. Yet, both analytical tools were effectively used as complementary lenses to illuminate the data; *FA*, provided an overview of the data, *CDA* established where the data came from and how it fitted in to the *big-picture*.

Within this stage of analysis, the latter was achieved through the use of *CDA* guiding questions; evident across the top of the table (Appendix B, Table 1) and in section 4.2.1.1 of this research section. It is important to note here that objective concrete facts, that are in the public domain, are referred to in Appendices (Appendix B, Table 1; Appendix B, Table 2). What is clearly demonstrated through this analysis of data is the dominating presence of AITSL and the NSW response.

Additionally, the guiding question in the fifth-column (*at the time of publication what was the response to the source(s)?*) (Appendix B, Table 1) refers to responses within a three-year period; thus, allowing for publication response time-frames.

#### 4.2.1.1 *Dialogue directly connected to the sources*

Evident from the gathered background information is that many ITE initiative responses were provided from people and/or associations directly linked to the particular initiative. This claim is supported by the extensive *political* and *professional* joint dialogue directly connected to the sources. Media reports and public commentaries contributed to this dialogue but due to the scope of this research study, were not represented in this thesis.

The *CDA* question: *did any extensive social, political, or professional isolated or joint dialogue directly connect to the source(s)?* guided this particular line of inquiry. Joint dialogue, connected to the sources, are listed (Appendix B, Table 2).

The background information, referred to in Appendix B, Table 1 and Table 2, illustrates the Commonwealth Government's level of involvement in ITE. Furthermore, there are direct connections between AITSL (acting on behalf of the Commonwealth Government) and other educational organisations, higher education institutions, and educational associations (jointly referred to as professional education groups), through the involvement of individual educational leaders. To support this claim, relevant examples (from the sources) of individuals connected to more than one group are listed in Table 4.2:

Table 4. 2 Professional education groups and AITSL

<b>Individual connections</b>	
<b>Name and source</b>	<b>Connections</b>
Professor Tania Aspland	Professor and Dean of Education Policy and Strategy, Faculty of Education and Arts, ACU (Sydney) (2014-present);  Appointed President (Chair), ACDE (16 September 2013-present);  AITSL Board member (June 2015-June 2018).
Professor Greg Craven	Chair of the TEMAG Group;  NSW Vice-Chancellors' Committee representative on the NSW NESAB Board's Initial Teacher Education Committee (ITEC);  Member of the National Catholic Education Commission (NCEC);  Member of the Teacher Education Expert Standing Committee (TEESC) for AITSL.
Mr John Fleming	Member of the TEMAG Group;  Deputy Chair, AITSL Board.
Dr Ben Jensen	Member of the TEMAG Group;  Chief Executive Officer, Learning First;  AITSL commissioned research - Literature review and horizon scan in 2015. Prepared by Dr Ben Jensen and colleagues at Learning First.
Mr Anthony Mackay	Deputy Chair: Australian Curriculum, Assessment and Reporting Authority (ACARA);  Executive Director of the Centre for Strategic Education in Melbourne;  Inaugural Chair AITSL.
Laureate Professor John Hattie	Chair, AITSL (2014, 2015, 2016, 2017);  Director, Melbourne Education Research Institute;  Director, Melbourne Graduate School of Education, The University of Melbourne.

These connections prove useful, in providing further light about the background in which the *official documents* were written; an important component that leads into the second step of CDA; the *investigation of the production process*.

#### 4.2.2 Investigation of the production process (CDA)

Aligned with the *familiarisation* stage of FA, this stage of the background analysis investigated the production process. In Appendix C (Table 1), guiding questions are placed across the table, with investigated responses logically placed, underneath, in the appropriate column. Objective concrete facts, available in the public domain, are referred to in the table.

#### 4.2.2.1 *How does the imagery contribute to the sources?*

Inclusive within this investigation, the presentation of the *official documents* are considered. This was achieved at this initial stage by closely investigating the pictures and graphics (inclusive of colour choice) within the text(s). The colour of print provided a visual indicator to the reader about official document information that aligned to other official documentation from another authority. Predominate features of the *official documents* were: comparative choices of colour across the AITSL data report documents (2013; 2014; 2015; 2016; 2017) and the complementary graphic colours of the TRB SA (2018) policy document (a document fully in-line with AITSL requirements) and the direct links to AITSL documentation (*Accreditation of ITE Programs in Australia: Standards and Procedures; Australian Professional Teaching Standards*) on the TRB TAS Board Policy document.

However, in contrast, there was a collectively independent colour scheme and layout with the NSW *official documents*. The contrasting imagery to the aforementioned, visually reinforced to the reader the NSW considered position to policy documentation.

Collectively, these predominate imagery features contributed in framing the meaning of the texts, as previously stipulated in 3.6.2 by immediately identifying the ownership of the written documentation.

#### 4.2.2.2 *Does a political bias exist with the sources?*

It can be argued that imagery can also contribute to the possible identification of a political bias (Parkin, & Shamas, 2016). The choice of font, layout, colour scheme, and links all contribute in identifying connections with government bodies. For instance, the bias can be considered as presented in the visualisation of descriptive statistics and diagrams (Parkin, & Shamas, 2016).

Furthermore, colour choice can play a part in unintentional bias. Parkin and Shamas (2016) refers to the influence of colour in text. For instance, the colours green and red can have connotations of good and bad, respectively (Parkin & Shamas, 2016). In the AITSL official documents, the colour green is readily applied. The use of this colour could be considered to intentionally portray a political bias, influencing the reader to accept all decisions as positive moves towards ITE reform; on behalf of the Commonwealth Government.



#### 4.2.2.3 Are there associations with the source(s) and other groups?

The above considerations contributed towards the researcher identifying associations with the sources and other groups. For instance, despite the requirement of the TRB SA accreditation policy (2018) complying with the *Australian Professional Standards for Teachers* (AITSL, 2011) and the *Accreditation of initial teacher education programs in Australia: Standards and Procedures* (AITSL, 2015), the TRB SA (2018) document: colour scheme, font style, and layout, immediately pressed upon the reader the association with AITSL documentation (aforementioned), in general.

Additionally, associations between source(s) and groups are presented in Appendix C, Table 1. A telling example is found in Table 1 (Row 2, column 5), where many groups, associated with AITSL, are listed. Additionally, another example is provided in the same table (Row 1, column 5); in collaboration, NSW BOSTES; NSW DEC; Catholic Ed Commission NSW, and AIS NSW jointly acknowledge the initiatives but share points of difference.

### 4.3 The in-depth interviews

Points of difference and shared views (discovered through analysis) were also expressed by participants in response to the questions, tailored to suit the in-depth interview context. Upon completion of the research study interview stage, the *FA* and *CDA* initial analysis steps (*familiarisation and establishing the context*), followed by the *CDA* second analysis step (*investigation of the production process*) were called-upon by the researcher in order to investigate the qualitative interview data.

Through the joint application of the *CDA* guiding questions and *FA* contextual category considerations, further understandings were developed about the *in-depth interview* data; an approach aligned with the *critical theory* paradigm. Additionally, the interview data was analysed through *CDA* and *FA*. The *familiarisation and establishment of the context* (section 3.6.2, Table 3.4, Row 1; Section 3.6.3; Table 3.5, Row 1) and *investigation of the production process* (Section 3.6.2, Table 3.4, Row 2) are now investigated.

#### 4.3.1 Familiarisation and establishment of the context

The aim of this stage of analysis was to explore the background of the interview participants in light of the problem statement, purpose, and central research questions of this thesis. Five individual semi-structured in-depth interviews were carried out within settings, individually

agreed with each participant; enabling a platform for the interviewee and the interviewer to expand upon relevant areas, as previously expressed in section 3.5.2 and supported by (Gill, Stewart, Treasure, & Chadwick, 2008, p. 291). Such an opportunity enabled the researcher to acquire knowledge through observation and interaction with each participant, involving understanding through the use of language in order to construct a reality (Frowe, 2001). Additionally, the constructed reality directly connected to *relativism* and *subjectivism*; as previously mentioned in 3.2.1. *Relativism* relied upon the view that the reality was subjective (Guba & Lincoln, 1994). Furthermore, the language helped to construct the reality (Frowe, 2001); therefore, considered an influential contributor in establishing meaning(s).

With this position in mind, the *FA* contextual category consideration (guided by the *FA* questions) assisted the researcher in identifying the overall form and nature of what existed within the in-depth interviews. The identification of the form and nature of what existed was achieved by repeatedly listening to each interview audio recording, transcribing the language from each interview, repeatedly reading the transcriptions, and making notes immediately after and during the listening and reading of what was expressed by the participants in each interview. As such, a sense of what were important issues in ITE, with a focus on the practicum, arose out of the qualitative data and in response, an initial set of preliminary codes were developed, illustrated in the below table (Table 4.3).

Table 4. 3 In-depth interviews: Familiarisation and establishing the context

<b>Contextual: Identifying the form and nature of what exists (<i>FA</i>)</b>	
What elements operate within the interview(s)? ( <i>critical theory</i> )	What are the dimensions of perspectives or perceptions that are held? ( <i>interpretivism</i> )
Commonwealth Government;	Increased Commonwealth presence;
State Governments;	Increased accountability;
AITSL, on behalf of the Commonwealth Government;	Increased standardisation;
Australian Council of Deans of Education;	Theoretical vs practical: there are good ideas (ideologically) but at an operational level, there are issues;
Written and unwritten intent behind policy;	The teaching practicum is central to teaching programs.
Business paradigms.	

The form and nature of the interview transcripts directly connected to issues with ITE in NSW, SA, and TAS, and also related to the problem statement, purpose, and research questions for this thesis. As with the identified form and nature of the *official documents*, this information is expanded upon in Chapter 5, through additional *FA* and *CDA* steps of analysis. As stipulated in section 4.2.1, these additional steps are referred to in 3.6.2 (Table 3.4) and 3.6.3 (Table 3.5).

In addition to the overview of the information that was ascertained through the initial stage of *FA*, the first *CDA* step assisted in seeking background information about each interview participant through the use of *CDA* guiding questions, with the interview context specifically in mind. The guiding questions are placed across the top of the table (Appendix B, Table 3) and in section 4.3.1.1 of this research section.

#### 4.3.1.1 *At time of checking the transcription, what was the participant response?*

Additionally, all participants were offered the opportunity to read and check their own individual interview transcript. Professor Tania Aspland; Professor Jo Smith (pseudonym); Ms Meredith Philips; Professor Lindsay Parry, and Professor Emeritus John Williamson accepted the content of their interview transcript and individually replied via email to confirm approval. Ms Meredith Philips approval response included two small corrections. The researcher agreed with the correction requirements and changes were made, accordingly. Additionally, Professor Jo Smith (pseudonym) re-iterated the desire to remain anonymous; an important instruction that was most certainly adhered to out of respect for the professor and for ethical reasons.

The context establishment of the *in-depth interviews* was useful in providing an understanding, not just about the interview itself but also about establishing the context that framed each interview experience; an important component that led into the second step of the *CDA*, that will now be discussed.

#### 4.3.2 Investigation of the production process (CDA)

The investigation of the production process aligned with the *familiarisation* stage of *FA*. This was evident through the use of guiding questions that provided helpful background information in order to establish what elements operated within the interviews and what dimensions of perspectives or perceptions were held by each participant, thus providing an overview of the form and nature of what existed; foci aligned with *FA*.

In Appendix C (Table 2), guiding questions are placed across the table, with investigated responses logically placed, underneath, in the appropriate column. Objective concrete facts, available in the public domain, are included in the table and a further background consideration is addressed within the body of this research study (section 4.3.2.1).

#### 4.3.2.1 *Does a political bias exist?*

In addition to the information that arose in investigating the production process (Appendix C, Table 2), participant associations with other groups contributed to the possible identification of political bias. On more than one interview occasion, individual participants referred to their association with the ACDE and the preference of going with Commonwealth regulations rather than state-based regulations. An example referred to ITE students and the practicum. There was a preference for the students to be in schools, early. This preference was in-line with Commonwealth Government recommendations and in contrast to State regulations.

## 4.4 Academics' published views

The *academics' published views* were chosen through the review of the inquiries in Chapter 2. Connections were identified with the problem statement, purpose, and guiding research questions which are expanded upon in Chapter 5. These connections were reinforced through emerging understandings about the social and contextual backgrounds of the *academics' published views*; a process connected to *interpretivism*, as stipulated in section 3.5.1 and 4.2.

An analysis of the simultaneous application of the CDA initial guiding questions and FA contextual category considerations, led to the development of understandings about the background of the data; an important approach to *critical theory*, previously stated in 4.2 and 4.3.

The background of the nine *professional written views* were analysed through CDA and FA. The *familiarisation and establishment of the context* (Section 4.4.1) and *investigation of the production process* (Section 4.4.2) are now looked at, through the CDA and FA lenses.

### 4.4.1 Familiarisation and establishment of the context

In becoming acquainted with the data through this step of analysis, the researcher identified what was being conveyed. This process involved reading and taking notes; paying attention to

what information was arising from the data. This process is supported by Ritchie and Spencer (1994).

Simultaneously, specific *CDA* questions, guided this analytical process for each academic journal article. The responses to the initial step of *CDA* questions (*establishing the context*) are referred to in Appendix B (Table 4). However, it was not necessary to review every individual data sample in the *FA familiarisation* stage (Srivastava & Thomson, 2009). Such action occurs at the later analytical indexing stage, as stipulated in 4.2.1.

In reference to the contextual category components, the central *FA* questions helped the researcher in identifying the overarching form and nature of what existed in the academic journal articles (Table 4.4). As previously practised within this research study, the discovery of the articles' form and nature was achieved by the researcher reading and taking notes. This undertaking provided a sense of what was deemed important in ITE, with a focus on the practicum. Table 4.4 displays the initial set of developed preliminary codes.

Table 4. 4 Academics' published views: Familiarisation and establishing the context

<b>Contextual: Identifying the form and nature of what exists (<i>FA</i>)</b>	
What elements operate within the professional written views? ( <i>critical theory</i> )	What are the dimensions of perspectives or perceptions that are held? ( <i>interpretivism</i> )
<p>Nature of ITE reform;</p> <p>Issues with ITE, with a particular focus on the practicum and ITE reforms;</p> <p>Standardisation and centralisation, with a focus on the practicum;</p> <p>Enduring problems with ITE and the practicum;</p>	<p>There is ongoing critique and scrutiny about ITE, inclusive of the practicum;</p> <p>Critique about standardisation and centralisation, with a focus on the practicum;</p> <p>The importance of partnerships in ITE, with a particular focus on the practicum, are regularly acknowledged in the professional written views;</p> <p>The importance of the practicum is regularly acknowledged in the professional written views.</p>

The identification of the form and nature of what exists in the academic journal articles connected to issues with ITE and also related to the research study problem statement, purpose, and research questions. This information is expanded upon in Chapter 5, through additional *FA*

and *CDA* steps of analysis; all of which are referred to in 3.6.2 (Table 3.4) and 3.6.3 (Table 3.5).

Alongside this process, as stated in the earlier sections of this chapter (4.2.1; 4.3.1) the initial step of *CDA* (*context establishment*) was implemented. In addition to the initial stage of *FA*, the *CDA* sought background detail through the review of each peer reviewed academic journal article sample; *CDA* established where the data originated and its overall place in this inquiry.

This stage of analysis was achieved through the use of *CDA* guiding questions; placed as previously across the top of the table (Appendix B, Table 4) and the guiding question in section 4.4.1.1. Additionally, just as stipulated in 4.2.1, the guiding question in the final column (Appendix B, Table 4) refers to the following three-year period; thus, allowing for publication response time-frames.

#### *4.4.1.1 Isolated or joint dialogue directly connected to the source(s)*

The background information identified that a literary dialogue existed with peer-reviewed academic journal articles and other academic articles, by authors with their own message to convey to readers. This is evident in the final column within Appendix B, Table 4. Furthermore, dialogue was directly linked between academics from higher education institutions and professional education groups (e.g. ATEA). This claim is supported by the information in Appendix B, Table 5 where professional connections are listed. Additionally, as previously mentioned within this chapter, media reports and public commentaries also contributed to dialogue but as mentioned in 4.2.1, due to the scope of this research study, these areas were not represented in this thesis.

The dialogue, referred in Appendix B, Table 5 illustrates the direct connections between the authors and professional education groups; inclusive within this example of pre-service teachers and newly graduated teachers (Row 9). These connections provided useful information about the background in which the *peer reviewed state-based academic journal articles* were written; an important component that prepared the researcher for the second step of *CDA*; *the investigation of the production process*.

#### 4.4.2 Investigation of the production process

Also aligned with the *familiarisation* stage of *FA*, this first step of *CDA* analysis investigated the production process. In Appendix C (Table 3), guiding questions once again were placed

across the table as well as with sections 4.4.2.1; 4.4.2.2, and 4.4.2.3. Both of these approaches were utilised due to the structure of the responses. Some responses entailed objective concrete facts, others required descriptive text.

#### 4.4.2.1 *Are there associations with the source(s) and other groups?*

The information in Appendix C, Table 3 aided the researcher in identifying associations with the sources and other professional education groups. For instance, information throughout the column: *what is the participant's background?* identified the associations. Considered stand-out examples (by the researcher) are the listed associations in the *Associate Professor Peter Howley* (Table 3, Row 1) and *Professor Jo-Anne Reid* (Table 3, Row 4) columns, due to the wide-breadth of associations to professional education groups, across varied contexts.

#### 4.4.2.2 *Does a political bias exist with the source(s)?*

Additionally, within this same table (Appendix C, Table 3), information arose that identified possible political bias. It is noted that there were associations with AITSL; directly linked to the Commonwealth Government as well as the Commonwealth Government, itself. Examples for consideration are found in Appendix C, Table 3 (Rows 5, 9, and 10). These dedicated educational professionals have been involved in projects commissioned by the Commonwealth Government, either directly from the Federal Minister for Education or through AITSL.

#### 4.4.2.3 *How does the imagery contribute to the source(s)?*

Inclusive within this *investigation of the production process*, was the consideration of the *peer-reviewed academic journal article* presentations. By observing and drawing comparisons between the articles' layout, graphic design, and dominate stylistic features, ownership of the *academics' published views* became easily identifiable and the predominate visual characteristics assisted to frame the meaning of each journal.

For instance, stand-alone colourful and contrasting features (in comparison to other academic journals) were readily identifiable with the *Professional Educator* journal; where the academic scope of the journal was supported by the colourful layout, graphic design, and stylistic features. This journal is described as:

a 'light' academic journal providing accessible information to readers. The style should be 'plain English' with clear and simple academic referencing. It is preferred for authors to refer to any research, literature

or other publications in the body text of an article to ensure credibility (“Australian College of Educators”, 2018, para. 6).

In contrast, the *Asia-Pacific Journal of Teacher Education*; *Australian Journal of Teacher Education*; *Teaching and Teacher Education*, and the *Australian Educational Researcher* journals are not ‘light’ academic journals, where presentation relies upon a consistent black font and blue titled embellishments, drawing reference to the name of the journal. The overall journal presentations lack the colourful layout, graphic design, and stylistic features that dominate in the *Professional Educator* journal. Therefore, the imagery supports the academic scope for each peer reviewed journal and points towards its intended audience.

#### **4.5 Synthesis**

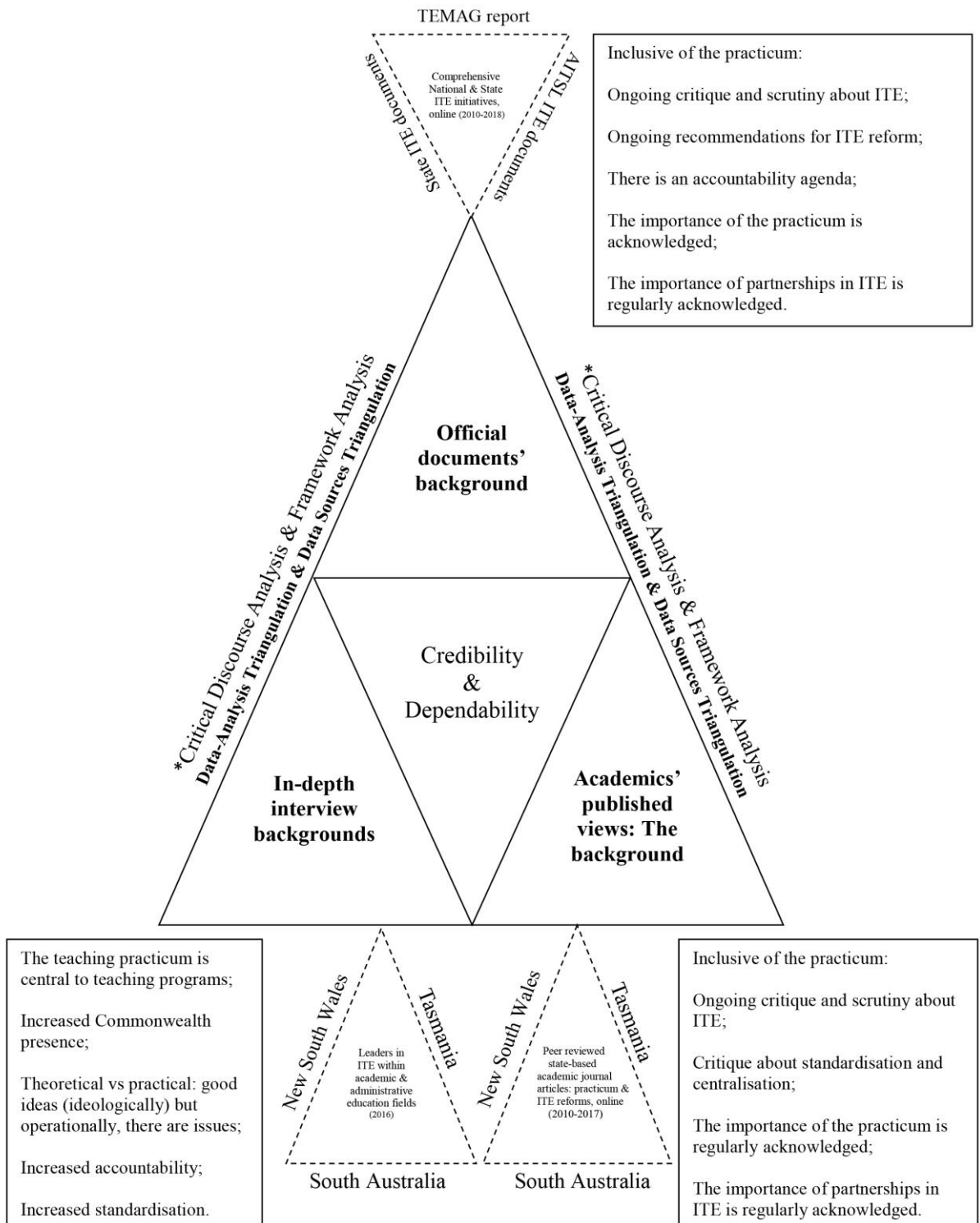
Through the simultaneous application of the *FA* and *CDA* initial steps: *familiarisation*, *establishment of the context* and *investigation of the production process*, the researcher felt immersed in the *official documents*, *in-depth interview data*, and the *academics’ published views*. A consequence, a sense of some important issues emerged. These important issues did not just arise from the different types of background data, but importantly, through the use of the *Multiple Triangulation* approach; calling upon the use of *Data-Analysis Triangulation* and *Data Sources Triangulation*, described and explained in 3.6.1.

The *Multiple Triangulation* of various types of background data sources (identified in section 3.9) made it possible for the information to be compared and cross-checked for credibility and dependability, as stipulated in 3.6.1. The *Multiple Triangulation approach background synthesis* diagram (Figure 4.1) illustrates consistency (Patton, 2002) and the identification of similar and competing data patterns (Kimchi et al., 1991) amongst the background data sources. This approach strengthened the verification of results and illuminated various social and public policy issues, within this early stage of the research study.

Figure 4.1 revealed the different dimensions; an approach supported by Casey and Murphy (2009) and Denzin (1989). Furthermore, it is important to note here that the synthesis of information directly related to the *problem statement*, *purpose*, and *research questions*; all of which is expanded upon in Chapter 5.



Figure 4. 1 Multiple Triangulation approach: Background synthesis



**\*Critical Discourse Analysis & Framework Analysis  
Data-Analysis Triangulation & Data Sources Triangulation**

Derived from the *Policy Discussion Research Group* (2013). School of Education, Faculty of Arts, University of Adelaide.

#### 4.5.1 Position as researcher

However, it can also be considered that a thorough synthesis of the qualitative data is inclusive of the position of the researcher, by articulating personal views and experiences in the role of researcher, in connection to the source information; previously specified in section 4.1. Research is a social act, with unavoidable limits to objectivity therefore attached (Meighan, Siraj-Blatchford, 1997, pp. 228-229). Znaniecki (1939) stated that a researcher may use

own original experiences of values and activities as data for study just as he uses those of other people; but he must reconstruct them in conformity with the same theoretic standards he uses in reconstructing the experiences of other people, basing his generalisations on his reconstructive not on his original experiences so that they can be controlled by other students (Znaniecki, 1939, p. 802) (Smolicz, 1979, p. 25)

Smolicz (1979) supported this position and stated:

the standards which [he/she] arrives at in this way should then be clearly formulated and applied consistently to the reconstruction of experiences taken from all sources (Smolicz, 1979, p. 25).

With this understanding in mind, the researcher's insights and understandings, looking into the source data and *Multiple Triangulation* approach, were also scrutinised through the initial steps of *FA* and *CDA*. These insights and understandings were obtained through observation(s) and experience(s) with: R-12 teaching in Adelaide, South Australia (2002-current); attendance at the TEMAG Q&A meeting (18 March, Adelaide); attendance at the ACDE forum (Melbourne 18 March 2016); a meeting with the Hon Christopher Pyne MP, in his capacity as past Minister for Education (Adelaide 22 February 2018), and participation at the AITSL ITE panellist workshop (Melbourne 1-2 March 2018).

The above observations and experiences are referred to in Table 4.5 and provide a *familiarisation and establishment of the context* by identifying the overall form and nature of what existed across the observations and experiences, through the position of researcher. This was achieved by reflecting upon professional experiences, listening to information during the above listed events, and making notes immediately after and during the observations and experiences of the events. Through these observations and experiences, a sense of important issues in ITE, with a focus on the practicum, arose out of the qualitative data and an initial set of preliminary codes were developed (Table 4.5).

Table 4. 5 Researcher: Familiarisation and establishing the context

<b>Identifying the form and nature of what exists (FA)</b>	
What elements operate within the researcher's observations and experiences? ( <i>critical theory</i> )	What are the dimensions of perspectives or perceptions that are held? ( <i>interpretivism</i> )
<p><b>Observations:</b></p> <p>Standardisation and centralisation approaches across all levels of teaching and ITE programs;</p> <p>Written and unwritten intent behind policy;</p> <p>Business paradigms;</p> <p><b>Experiences:</b></p> <p>Standardisation and centralisation requirements across all levels of teaching and ITE programs (as also stipulated above);</p> <p>Innovative approaches, within set boundaries;</p> <p>Differentiation.</p>	<p>Increased Commonwealth Government presence, through AITSL;</p> <p>Accountability;</p> <p>Standardisation;</p> <p>Increased demands on the teaching profession;</p> <p>Innovation and creativity are in the process of being re-defined.</p>

The form and nature of what existed during the observations and experiences directly connected to issues with ITE in NSW, SA, and TAS and also related to the problem statement, purpose, and research questions for this research study. As with the identified form and nature of the *official documents, in-depth interviews* and *academics' published views*, this information is expanded upon in Chapter 5, through additional *FA* and *CDA* steps of analysis. As stipulated in sections 4.2.1; 4.3.1, and 4.4, these additional steps are referred to in 3.6.2 (Table 3.4) and 3.6.3 (Table 3.5).

In addition to the overview of the information that was ascertained through the initial stage of *FA*, the first *CDA* step was inclusive of background information about the researcher. It was important to use the same approach with the same standards used in documenting the experiences and information of other sources; thus, forming an overall sense based on the data, not on the personal observations and experiences, alone. This approach is supported by Smolicz (1979).

As previously applied in 4.2.1; 4.3.1, and 4.4.2, CDA guiding questions were used with this context specifically in mind and are evident in Appendix B, Table 6. The guiding questions are placed across the top of the table.

The *context establishment* (Appendix B, Table 6) aligned with the *FA familiarisation* step. This was evident through the use of the guiding questions, highlighting background information about the researcher. This process helped to ascertain what elements operated within the observations and experiences.

Additionally, *investigation of the production process* assisted in providing relevant information to the reader about the researcher's background; associations with groups; the intended audience, and any possible political bias. In Appendix C, Table 4, guiding questions are placed across the table, with responses logically placed, underneath, in the appropriate columns.

In considering the Appendix C, Table 4 information, it is important to note that the researcher was well aware of personal values and associated personal teaching experiences, when using the above qualitative data for theoretical reasons. Smolicz (1979) states:

‘The theoretic standards’ used in the reconstruction would probably be affected by the expert’s own values and activities. The standards which [she] arrives at in this way should then be clearly formulated and applied consistently to the reconstruction of experiences taken from all sources (Smolicz, 1979, p. 25).

Introspection of personal observations and experiences, for theoretical reasons, is considered within this research study as a reconstruction, not a reproduction of the original observations and experiences. Therefore, it is important that the qualitative data is handled in an exact and systematic fashion (Smolicz, 1979).

All of the qualitative data, analysed within this chapter, provided important background information of the three different types of sources within this research study. Through the *FA* step of *familiarisation* and the *CDA* steps of *establishing the context* and *the investigation of the production process*, the researcher was well-placed to advance to the remaining steps of *FA* and *CDA*, addressed in Chapter 5.

## CHAPTER 5: THE ANALYSIS

### 5.1 Introduction

Aligned with the qualitative methodology approach applied in policy research and drawing upon the overlapping epistemological view-points of *critical theory* and *interpretivism*, the application of the *Multiple Triangulation* approach, through the analytical tools of *FA* (steps 2 to 5) and *CDA* (steps 3 to 8) guided the research process within this chapter, in investigating the sources of data. These investigations, led to additional insights that provided the researcher with further understanding about the key factors affecting social and public policy issues as well as identifying the meaning of the language within different contexts. However, it is important to note here that *FA* (step 5) and *CDA* (step 9) are not drawn upon within this Chapter; although, for consistency and ease of reference, these steps are listed in the below table (Table 5.1). The *FA* (step 5) and *CDA* (step 9) are simultaneously addressed at the beginning of Chapter 6, due to their combined role in mapping, interpreting and presenting the findings.

The *FA* and *CDA* steps also guided the organisation of this chapter; establishing thematic categories that aligned with the research questions of this study, leading to a synthesising *Multiple Triangulation* approach for simultaneous steps between *FA* and *CDA*. Through the different sources of information, this triangulation process enabled a completeness and confirmation of the data (Casey & Murphy, 2009).

This approach was achieved through the use of *FA* and *CDA* guiding questions; placed for ease of reference to the reader, at the beginning of each sub-section of this chapter. Additionally, through this process, the information was continuously related to the *problem statement*, *purpose*, and *research questions*.

The *FA* and *CDA* simultaneous and systematic applied research steps are listed in Table 5.1. The placement of each analytical step in the table is intentional; clearly illustrating each step's association with the other steps of analysis.

Through these analytical steps, detailed connections and disconnections between written, oral, visual, societal, and cultural practices were studied and research questions were addressed.

Table 5. 1 Steps of analysis: FA and CDA

<b>A simultaneous and systematic approach</b>			
<b>FA</b>		<b>CDA</b>	
2.	<i>Identifying a thematic framework</i>	3.	<i>Coding of the data</i>
3.	<i>Indexing</i>	4.	<i>Examination of the source(s) structure</i>
		5.	<i>Collection and examination of discursive statements</i>
4.	<i>Charting</i>	6.	<i>Cultural reference identification</i>
		7.	<i>Linguistic and rhetorical tool identification</i>
5.	<i>Mapping and interpretation</i>	8.	<i>Interpretation of the data</i>
		9.	<i>Presentation of the findings</i>

In summary, an overarching synthesis was achieved through the implementation of a final *Multiple Triangulation* approach. This synthesis leads to the findings, discussed in Chapter 6, where responses to the research questions are discussed.

## 5.2 Discussion

In Chapter 4, themes and issues within the data began to arise. This was achieved by the processes used in the *FA familiarisation* and *CDA establishment of the context and investigation of the production process* steps. Ritchie and Spencer (1994); Srivastava and Thomson (2009); Yin (2003), and Janks (2006) acknowledge the importance of the data being able to establish the arising themes and issues. The data that arose from the application of these analytical steps established the beginning of a thematic framework that was used to refine information; to make judgments about meaning, relevance of issues, and ascertain connections across areas of thought (Srivastava & Thomson, 2009) through the use of *critical thinking* and *interpretivism*.

Progressing from the initial *FA* and *CDA* research in Chapter 4 and stemming from an ontology and epistemology that underpins *interpretivism* and a *critical theory* of language, multiple steps of research analysis were carried out. It is here that the focus is now drawn to *identifying a thematic framework (FA) and the coding of the data (CDA)*.

### 5.2.1 Identifying a thematic framework and the coding of the data

The *FA identifying a thematic framework* and *CDA coding of the data*, simultaneously assisted the researcher in distributing coding categories; together, with the initial distribution of coding categories and then *CDA* with the development of further coding categories to words and sentences, for analysis. As a consequence, sub-categories and the emergence of themes from the data arose out of these processes. As specified in 3.6.2, this process was repeated through *CDA* for each type of analysis source, leading to a comprehensive list of coding categories (Mayring, 2002; Schneider, 2013) that formed an operational list based on empirical data (Schneider, 2013). It is important to note here that *FA* was not required at this early stage of analysis for each data sample. As specified in 3.6.3, such action occurred at the later analytical *indexing* stage. This approach is supported by Srivastava and Thomson (2009).

Furthermore, the *FA* and *CDA* data lists provided the initial distribution of coding categories from the data that arose in the initial *FA* results from each data source, represented in the *Multiple Triangulation approach background synthesis diagram* (Figure 4.1) in Chapter 4.

In turn, a thematic framework was eventually identified (*FA*) and coding categories were allocated to particular words and sentences (*CDA*). Guiding questions assisted this process and were deemed necessary by the researcher in order to provide the basis for the *interpretation* of data that directly addressed the research questions in the forthcoming sections of this chapter. The guiding research questions for these areas of analysis are listed in Table 5.2:

Table 5. 2 Identifying a thematic framework and the coding of the data

<b>Identifying a thematic framework (<i>FA</i> step 2) and the coding of the data (<i>CDA</i> step 3)</b>	
<b>FA guiding question</b> (Contextual: Identifying the form and nature of what exists)	<b>CDA guiding question</b> (Contextual)
What knowledge is acquired through the interpretation of the emerging themes and issues? ( <i>interpretivism</i> )	What language assists in actively constructing reality? ( <i>critical theory</i> );  Through analysis, what text links to the research questions, eventually leading to key themes? ( <i>interpretivism</i> )

This stage of analysis provided the researcher with an overview of all source data through a process involving abstraction and conceptualisation (Ritchie and Spencer, 1994); achieved by

reviewing the sources' data through the NVivo analysis software, noting issues and topics that emerged from the author(s) and interview participants' responses.

Upon completion of the review, a thematic framework was established where the sources' data was sorted. It was at this stage that the researcher called upon a priori issues raised by the *official documents*; *in-depth interview* responses, and the *academics' published views*.

Through critical thinking, the researcher made decisions about the meaning and significance of issues. Additionally, connections were identified between the issues and topics. This process is supported by Ritchie and Spencer (1994) and the initial distribution of coding categories from each data source are listed as follows (Table 5.3; Table 5.4; Table 5.5):

Table 5. 3 Official documents: Initial distribution of coding categories

<b>Official documents: Initial distribution of coding categories from the data</b>			
The research questions	Categories based on the research questions	What knowledge is acquired through the interpretation of the emerging themes and issues (FA)?	Overall, what language assists in actively constructing reality (CDA)?
<p>1.0 Are the changes to initial teacher education, with particular reference to the practicum, <i>substantive real change or just policy change</i>?</p> <p>2.0 What are the implications and outcomes of the Commonwealth assuming increased control over initial teacher education?</p> <p>3.0 How have the various interest groups (linked to the sources) responded to the Commonwealth's assumption of increased control over pre-service teacher education?</p> <p>4.0 How is the importance of the practicum perceived, in relation to initial teacher education programs as a whole?</p> <p>5.0 Whom does the practicum serve?</p>	<p>1.0 Accountability agenda</p> <p>2.0a Ongoing review;</p> <p>2.0b ITE Reform</p> <p>3.0 Collaborative partnerships</p> <p>4.0/5.0 Practicum importance</p>	<p>1.0 There is an accountability agenda, inclusive of the practicum;</p> <p>2.0a Ongoing critique and scrutiny about ITE, inclusive of the practicum;</p> <p>2.0b Ongoing recommendations for ITE reform, inclusive of the practicum;</p> <p>3.0 The importance of partnerships in ITE, with a particular focus on the practicum, is regularly acknowledged in the official documentation;</p> <p>4.0/5.0 The importance of the practicum is regularly acknowledged in official documentation.</p>	<p><b>Word grouping:</b> Words throughout have a common contextual background (e.g. business language).</p> <p><b>Grammatical features:</b> Regularities of business language use; active verbs.</p> <p><b>Lexicalisation:</b> The wording of the paragraph(s) constructs teacher-quality as a phenomenon to be questioned.</p> <p><b>Rhetorical language:</b> Through language, certain associations are made that help construct kinds of relations; in turn helping to shape argument(s).</p> <p><b>Evidentialities:</b> Language that suggests factuality (e.g. in fact), either firsthand or second-hand.</p> <p><b>Modalities:</b> Phrases that create a sense of urgency.</p>



Table 5. 4 In-depth interviews: Initial distribution of coding categories

<b>In-depth interviews: Initial distribution of coding categories from the data</b>			
The interview questions	Categories based on the research questions	What knowledge is acquired through the interpretation of the emerging themes and issues ( <i>FA</i> )?	Overall, what language assists in actively constructing reality ( <i>CDA</i> )?
<p>1.0 How have the various interest groups you are linked to responded to the Commonwealth's assumption of increased control over initial teacher education?</p> <p>2.0 From your observations, what are the implications and outcomes of the Commonwealth assuming increased control over initial teacher education?</p> <p>3.0 What are your views on the changes to initial teacher education, with particular reference to the practicum?</p> <p>4.0 How do you see the importance of the practicum perceived, in relation to initial teacher education programs as a whole?</p> <p>5.0 Whom does the practicum serve and who owns it?</p>	<p>1.0 ITE ongoing review</p> <p>2.0a Accountability agenda;</p> <p>2.0b ITE Reform</p> <p>3.0 Collaborative partnerships</p> <p>4.0/5.0 Practicum importance</p>	<p>1.0/2.0 Increased Commonwealth presence;</p> <p>2.0a Increased accountability and standardisation;</p> <p>3.0 Theoretical vs practical: good ideas (ideologically) but operationally, there are issues;</p> <p>4.0/5.0 The teaching practicum is central to teaching programs.</p>	<p><b>Grammar features:</b> Regularities of language use; active/passive phrases.</p> <p><b>Lexicalisation:</b> The wording of the paragraph(s) constructs teacher-quality as a phenomenon to be questioned.</p> <p><b>Rhetorical language:</b> Through language, certain associations are made that help construct kinds of relations; in turn helping to shape argument(s).</p> <p><b>Evidentialities:</b> Language that suggests factuality (e.g. in fact).</p> <p><b>Modalities:</b> Emphasis on the way in which the information is provided.</p>

Table 5. 5 Academics’ published views: Initial distribution of coding categories

<b>Academics’ published views: Initial distribution of coding categories from the data</b>			
The research questions	Categories based on the research questions	What knowledge is acquired through the interpretation of the emerging themes and issues ( <i>FA</i> )?	What language assists in actively constructing reality ( <i>CDA</i> )?  As stipulated in Table 5.3:
<p>Q1.0 Are the changes to initial teacher education, with particular reference to the practicum, <i>substantive real change</i> or <i>just policy change</i>?</p> <p>Q2.0 What are the implications and outcomes of the Commonwealth assuming increased control over initial teacher education?</p> <p>Q3.0 How have the various interest groups (linked to the sources) responded to the Commonwealth’s assumption of increased control over pre-service teacher education?</p> <p>Q4.0 How is the importance of the practicum perceived, in relation to initial teacher education programs as a whole?</p> <p>Q5.0 Whom does the practicum serve?</p>	<p>1.0 ITE ongoing review</p> <p>2.0 Standardisation;</p> <p>3.0 Partnership importance;</p> <p>4.0/5.0 Practicum importance.</p>	<p>1.0 Ongoing critique and scrutiny about ITE, inclusive of the practicum;</p> <p>2.0/3.0 Critique about standardisation and centralisation;</p> <p>3.0 The importance of partnerships in ITE is regularly acknowledged in the academics’ published views;</p> <p>4.0/5.0 The importance of the practicum is regularly acknowledged in the academics’ published views.</p>	<p><b>Word grouping:</b> Words have a common contextual background (e.g. academic style).</p> <p><b>Grammatical features:</b> Regularities of academic language use; active/passive phrases, supported by literature.</p> <p><b>Lexicalisation:</b> The wording of the paragraph(s) constructs teacher-quality as a phenomenon.</p> <p><b>Rhetorical language:</b> Through language, certain academic associations are made that help construct kinds of relations; in turn helping to shape argument(s).</p> <p><b>Evidentialities:</b> Language that suggests factuality, either firsthand or second-hand.</p> <p><b>Modalities:</b> Phrases that create a sense of concern.</p>

In reference to these three tables, subtle and contrasting key differences are noted. These are:

- **Word groupings:** either a common contextual background of either business language or an academic style;
- **Grammatical features:** business or academic language use;
- **Rhetorical language:** *amplification*; *enumeratio*, and *epithet* devices.
- **Evidentialities:** firsthand and/or second-hand information sources.
- **Modalities:** Phrases that created a sense of urgency; importance, and concern.

Additionally, another difference is the research question ‘are the changes to initial teacher education, with particular reference to the practicum, *substantive real change* or *just policy change?*’ is not evident in the *in-depth interview* ‘development of further coding categories’ tables. The rationale for this approach by the researcher (not referring to this question during the interview process) pertains to the nature of the question. The question was not open-ended in nature; however, relevant across the scope of this research study. It was important for the integrity of the research approach that the qualitative *in-depth interview* questions remained entirely open-ended, enabling an array of response possibilities, as each participant deemed fit.

Through applied policy research, it was important to ensure that the research questions were being appropriately handled and addressed; a consideration supported by Ritchie and Spencer (1994). Therefore, the question was not included during the interview process.

After the initial identification of categories, these were further developed. Through critical thinking, the researcher identified relevant sentences that represented the voice(s) of the author(s) and individual interview participants. Reoccurring words, relevant to the research, were noted and through analysis, the written and unwritten intent of the sources identified key themes. The selected words; relevant sentence examples placing the words in context, and key themes, linked to the coding categories, are illustrated in the tables labelled *Development of further coding categories* which are found in Appendix D and are listed as follows:

- Official documents: (Appendix D, Table 1);
- In-depth Interview P1: (Appendix D, Table 2);
- In-depth Interview P2: (Appendix D, Table 3);
- In-depth Interview P3: (Appendix D, Table 4);
- In-depth Interview P4: (Appendix D, Table 5);
- In-depth Interview P5: (Appendix D, Table 6);
- Academics’ published views: (Appendix D, Table 7);

In reference to the *official documents; in-depth interviews, and academics’ published views* ‘Development of further coding categories’ tables (Appendix D, Tables 1-7) the selected words in the left column were chosen on the basis of regular use across each data source. Importantly, through critical analysis the researcher made judgements about the most relevant sentence examples (centre column) that represented the typical use of the selected words within contexts; providing a means by which the reader can fully appreciate and understand the issues and topics at hand.

In addition, themes emerged from the individual and collective data. The themes for each data source table (right column) were identified through re-occurring topics and issues. An interesting point here is that same themes sometimes arose in other data sources; however, different perspectives were represented. For instance, the theme *accountability* emerged from the *academics' published views and official documents* data. The former commonly referred to 'increased accountability' in response to ITE set requirements; the latter, referring to the 'implementation of accountability' requirements.

A connection was also made with the theme *partnerships*. This theme arose from both the *official documents* data, with reference to 'formal partnerships', and the *academics' published views* data, with reference to 'partnership concerns', each aligned to different perspectives, but also representative of the *partnerships* theme in general.

After identifying the themes and noting key points about the data, it was necessary through the *FA* and *CDA* analytical processes to index and examine the sources' structure. This analytical process is discussed in the next section of this research study.

### 5.2.2 Indexing and examination of the source(s) structure

Indexing (*FA*) entailed the systematic application of identified themes within their textual form, to the data. All data were read, and annotated notes were made in keeping with the themes.

Indexing was listed on the right hand margin of each *in-depth interview transcript*, and on a word document for each *official document* and *academic published view*; using numerical coding, directly related to the research questions. This approach is supported by Ritchie and Spencer (1994).

The process entailed making many decisions about the meaning and importance of the qualitative data, through the use of the guiding questions (Table 5.1). Therefore, each written passage required critical analysis about its independent standing within the *official documents*, *in-depth interview transcripts*, and *academics' published views*, in addition to its meaning within the entire context of each source.

It was common place for a single passage to relate to more than one theme. As such, all connections were appropriately referenced. The benefit of identifying these multiple indexing connections was ascertaining the associations connected to other sources in the qualitative data (Ritchie and Spencer, 1994). However, it is important to note that the researcher was well aware that the identification of the connections was directly linked to *interpretivism*. Therefore, it was

important that the annotated qualitative data were accessible to the principal supervisor of this research study. As such, interpretation of the data and its critical analysis were tested through discussion with the principal supervisor. Such action led to greater *credibility* (Cope, 2014; Polit & Beck, 2012) and *dependability* (Cope, 2014; Polit & Beck, 2012) of the process and the results within this phase of the analysis.

Likewise, *CDA* was simultaneously used with the *FA* indexing stage, in order to critically examine the structural features of each source. Questions that assisted this step of analysis are referred to in the following table (Table 5.6) and the individual source tables (Indexing and examination of the sources structure: Table 5.7; Table 5.8; Table 5.9). These questions originated from Schneider (2013) and drove the inquiry into identifying: how the features of the sources guided issues; the information that collectively addressed a particular discourse, and the discourse cross-overs.

Table 5. 6 Indexing and examination of the source(s) structure

<b>Indexing (<i>FA</i> step 3) and examination of the source(s) structure (<i>CDA</i> step 4)</b>	
<b>FA guiding questions (Contextual: Identifying the form and nature of what exists)</b>	<b>CDA guiding questions (Diagnostic)</b>
Are there areas of data that connect with a theme or issue? ( <i>critical theory</i> )	Is there source information that collectively addresses a particular discourse? ( <i>critical theory</i> );  Do different discourse(s) cross-over? ( <i>critical theory; interpretivism</i> );  How are key issues arranged? ( <i>critical theory</i> );  Are issues counter-argued, only to be refuted? ( <i>critical theory</i> ).

Through examination of the sources' data, the researcher was able to identify areas of the data that connected with a theme or issue. Furthermore, source information that collectively addressed a particular discourse was discovered, as were the cross-over of discourse(s). This information is represented in the three tables following, where different index prefixes, drawn from the *Development of further coding categories* tables (Appendix D, Tables 1-7), are placed underneath singular themes or issues (column 1); a particular discourse (column 2), and discourse(s) that cross-over each other (column 3).

The indexed information was placed underneath each guiding question; also evident in columns 4 and 5, where the arrangement of issues within the data, and counter-argued key issues, were investigated and noted. Through the use of the indexing process and guiding questions, any regular data became evident; different themes, issues, and discourses were discovered as intertwined. “This is one of the values of indexing” (Ritchie, Spencer, 1994, p. 186), as is evident in Table 5.7.

The benefit in such an approach enabled the researcher to label the information in such a way that provided ease of access to references and the identification of patterns within the *official documents*’ data. Through a *business writing style* that commonly used simple, short, and concise sentence structures (referred to in column 4) and a *policy writing style* that used plain language, with the most important part of the sentences/paragraphs placed at the beginning of those sentences/paragraphs (referred to in column 4), patterns emerged.

Table 5. 7 Official documents: Indexing and examination - sources structure

<b>Official documents: Indexing and examination of the sources structure</b>				
Are there areas of data that connect with a theme or issue (FA)?	Is there source information that collectively addresses a particular discourse (CDA)?	Do different discourse(s) cross-over (CDA)?	How are issues arranged (CDA)?	Are key issues counter-argued, only to be refuted (CDA)?
<p>Yes; themes that arose from the development of further coding categories (CDA) and the connection to areas of data were:</p> <p><b>Accreditation:</b> Q1.2; Q1.7; Q1.10; Q1.12; Q1.15; Q1.16; Q2.5; Q2.7; Q2.8; Q2.17; Q2.18; Q2.19 (Appendix B, Table 1).</p> <p><b>Standardisation:</b> Q1.3; Q2.1; Q2.2; Q2.5; Q2.6; Q2.7; Q2.8; Q2.11; Q2.15; Q2.18 (Appendix B, Table 1).</p> <p><b>Increased accountability:</b> Q1.14; Q1.19; Q2.2; Q2.7; Q2.13 (Appendix B, Table 1).</p> <p><b>Formal partnerships:</b> Q1.20; Q2.20; Q4.3; Q4.5; Q5.3 (Appendix B, Table 1).</p>	<p>Yes; particular discourse were collectively addressed and are:</p> <p><b>Policy as discourse:</b> Q1.1; Q1.5; Q1.19; Q2.2; Q2.3; Q2.8; Q2.9; Q2.11; Q2.12.</p> <p><b>Market-driven discourse:</b> Q1.1; Q1.4; Q1.7; Q2.10</p> <p><b>Efficiency discourse:</b> Q1.2; Q1.6; Q1.8; Q2.1; Q2.5; Q2.6; Q2.8; Q2.11; Q2.15; Q2.18; Q2.19.</p> <p><b>Standards' discourse:</b> Q1.11; Q1.15; Q2.5; Q2.7; Q2.8; Q2.11; Q2.18; Q4.2.</p> <p><b>Accountability as discourse:</b> Q1.9; Q2.13; Q2.14; Q2.17; Q2.18.</p>	<p>Yes; within the official documents discourse(s) crossed over.</p> <p><b>Policy and Market-driven discourses:</b> Q1.1.</p> <p><b>Standards and efficiency discourses:</b> Q2.5.</p> <p><b>Standards, efficiency and policy discourses:</b> Q2.8; Q2.11.</p> <p><b>Standards, accountability, and efficiency discourses:</b> Q2.17.</p>	<p><b>AITSL documents:</b> <u>Business writing style</u>: simple, short, and concise sentence structures; active voice; identifies agent(s) of action;</p> <p><b>TEMAG document:</b> <u>Business writing style</u>, as described above.</p> <p><b>BOSTES/NESA documents:</b> <u>Business writing style</u>, as described above.</p> <p><b>TRB documents:</b> <u>Policy writing style</u>: plain language; present tense; simple, short, and concise sentence structures; most important part of the sentence/paragraph is at the beginning; active voice.</p>	<p><b>1. The AITSL Standards:</b> Number of descriptors (37) in the <i>National system for the accreditation of pre-service teacher education programs- Proposal for consultation</i> (AITSL, 2010);</p> <p>AAMT expressed written concern about the number of descriptors (37). “Leads to a representation of teaching that is at odds with the complexity and interconnectedness of teaching. It encourages a <i>check-list</i> mentality rather than understanding of the multiple links between all aspects of the profession” (“AAMT”, 2010, p. 3);</p> <p>The 37 descriptors (Focus areas) were upheld (AITSL, 2011).</p> <p><b>2. Practicum (days of placement):</b> Government: increased the number of days in schools in response to public criticism;</p> <p>“Teacher educators around Australia had argued strongly that this increase in the ‘number of days’ was an unrealistic requirement” (Reid, 2011a, p. 384);</p> <p>Government: Increased number of practicum days were upheld.</p>

Evident in the Table 5.7, there is a clear pattern of connection between the *standardisation* and *increased accountability* themes and the *standards* and *accountability* discourses; areas that also crossed-over with other discourse in the *official documents* data. Furthermore, the *standards* theme and discourse clearly linked to a key issue that was counter-argued, only to be refuted (Table 5.7, column 5). These patterns were identified through the arrangement of the issues within the data; another pattern in its own right. The issues were arranged in a very similar manner; despite two writing styles, business as opposed to policy, being identified by the researcher. The key similarities of the two writing styles are described in the above table (Table 5.7, column 4).

The identification of patterns, within the *in-depth interviews* data, was also noted by the researcher. Through the use of *FA* and *CDA* guiding questions (placed above each column), themes, issues, and discourses were identified (Table 5.8).

Patterns were also identified in the *in-depth interviews* indexing and examination of the sources structure process. In response to qualitative interview questions that framed the issues that were raised, participants used formal and informal language to articulate key issues (Table 5.8, column 4). The patterns emerging from the participant responses in Table 5.8 show a clear pattern between the *standardisation* theme and the *standards* discourse; areas that also crossed over with other discourse in the *in-depth interviews*' data; evident in Table 5.8, column 3.

Interestingly, another pattern emerged as a strong theme, only in one interview. *Evidence*, was a common theme throughout this *in-depth interview*; contributing to both *teacher quality* and *accountability* discourses and linked to the key issue of the *practicum (evidence of impact)*. The descriptor of the issue is provided in Table 5.8, column 5.



Table 5. 8 In-depth interviews: Indexing and examination - sources structure

<b>In-depth interviews: Indexing and examination of the sources structure</b>				
Are there areas of data that connect with a theme or issue ( <i>FA</i> )?	Is there source information that collectively addresses a particular discourse ( <i>CDA</i> )?	Do different discourse(s) cross-over ( <i>CDA</i> )?	How are issues arranged ( <i>CDA</i> )?	Are key issues counter-argued, only to be refuted ( <i>CDA</i> )?
<p>Yes; themes that arose from the development of further coding categories (<i>CDA</i>) and the connection to areas of data were:</p> <p><b>Standardisation:</b> P1.Q1.S3; P1.Q1.S4; P1.Q3.S2; P1.Q3.S7; P1.Q3.S8 (Appendix D, Table 2); P3.Q1.S8; P3.Q1.S9; P3.Q1.S10; P3.Q1.S11; P3.Q2.S1; P3.Q3.S2; P3.Q3.S3 (Appendix D, Table 4).</p> <p><b>Evidence:</b> P1.Q1.S5; P1.Q1.S7; P1.Q1.S8; P1.Q3.S4; P1.Q3.S8 (Appendix D, Table 2).</p> <p><b>Implementation (theoretical vs practical):</b> P1.Q2.S3; P1.Q3.S2; P1.Q3.S4; P1.Q3.S5; P1.Q3.S8; P1.Q4.S2; P1.Q4.S3 (Appendix D, Table 2); P3.Q1.S3; P3.Q1.S5 (Appendix D, Table 4); P4.Q1.S2; P4.Q1.S3 (Appendix D, Table 5).</p> <p><b>Funding:</b> P1.Q1.S2; P1.Q1.S3; P1.Q1.S8; P1.Q2.S3; P1.Q2.S4; P1.Q3.S5; P1.Q3.S8; P1.Q4.S2; P1.Q4.S3 (Appendix D, Table 2); P5.Q1.S1; P5.Q1.S4; P5.Q2.S1; P5.Q2.S9; P5.Q5.S6 (Appendix D, Table 6).</p> <p><b>State vs Federal:</b> P1.Q2.S1; P1.Q2.S2; P1.Q2.S3; P1.Q2.S4; P1.Q2.S5 (Appendix D, Table 2); P4.Q2.S1 (Appendix D, Table 5); P5.Q1.S2; P5.Q2.S6 (Appendix D, Table 6).</p> <p><b>Practicum (as core, key ingredient, critical purpose, critically important, central):</b> P1.Q1.S7; P1.Q3.S1; P1.Q3.S2; P1.Q3.S9; P1.Q4.S1; P1.Q5.S1; P1.Q5.S2; P1.Q5.S3; P1.Q5.S4 (Appendix D, Table 2); P2.Q4.S1; P2.Q4.S2; P2.Q4.S3 (Appendix D, Table 3); P3.Q4.S1; P3.Q4.S2 (Appendix D, Table 4); P4.Q4.S1 (Appendix D, Table 5); P5.Q4.S1; P5.Q4.S2 (Appendix D, Table 6).</p> <p><b>Accreditation:</b> P1.Q1.S2; P1.Q1.S3 (Appendix D, Table 2); P2.Q1.S1; P2.Q1.S2; P2.Q2.S1 (Appendix D, Table 3); P3.Q1.S2 (Appendix D, Table 4).</p> <p><b>Increased control:</b> P1.Q1.S1 (Appendix D, Table 2); P2.Q1.S1; P2.Q1.S2; P2.Q2.S1 (Appendix D, Table 3); P3.Q1.S7; P3.Q1.S8; P3.Q1.S10 (Appendix D, Table 4); P4.Q1.S12 (Appendix D, Table 5); P5.Q1.S5; P5.Q2.S3; P5.Q2.S4; P5.Q2.S8 (Appendix D, Table 6).</p> <p><b>Business model:</b> P4.Q1.S13; P4.Q2.S2; P4.Q2.S3; P4.Q2.S4; P4.Q5.S3; P4.Q5.S4 (Appendix D, Table 5).</p> <p><b>Organised team-work:</b> P1.Q2.S1; P1.Q2.S2 (Appendix D, Table 2); P2.Q2.S2 (Appendix D, Table 3); P4.Q1.S4; P4.Q1.S5; P4.Q1.S6; P4.Q1.S10; P4.Q1.S11; P4.Q1.S13; P4.Q2.S5 (Appendix D, Table 5).</p>	<p>Yes; particular discourse were collectively addressed and are:</p> <p><b>Policy as discourse:</b> P1.Q2.S4; P1.Q2.S5; P1.Q4.S2; P1.Q4.S3; P2.Q1.S2; P3.Q1.S2; P3.Q1.S4; P3.Q1.S6; P4.Q1.S1; P4.Q1.S12; P4.Q1.S2; P4.Q2.S1; P4.Q2.S2; P4.Q2.S3; P4.Q2.S4; P4.Q5.S3; P4.Q5.S4; P5.Q2.S5.</p> <p><b>Standards' discourse:</b> P1.Q1.S3; P1.Q1.S4; P1.Q3.S2; P1.Q3.S7; P1.Q3.S8; P2.Q3.S1; P3.Q1.S8; P3.Q1.S9; P3.Q2.S1; P3.Q3.S2; P3.Q3.S3; P4.Q2.S1; P5.Q2.S2; P5.Q2.S3; P5.Q2.S4; P5.Q2.S6; P5.Q2.S7; P5.Q2.S9; P5.Q5.S6.</p> <p><b>Accountability as discourse:</b> P1.Q1.S5; P1.Q1.S7; P1.Q1.S8; P1.Q3.S4; P2.Q2.S1; P3.Q1.S7; P3.Q1.S10; P4.Q1.S4; P4.Q1.S5; P4.Q1.S6; P5.Q5.S3.</p> <p><b>Political discourse:</b> P1.Q1.S2; P1.Q1.S3; P1.Q1.S6; P1.Q1.S8; P1.Q2.S1; P1.Q2.S2; P1.Q2.S3; P1.Q2.S4; P1.Q2.S5; P1.Q3.S4; P1.Q3.S6; P1.Q3.S8; P2.Q1.S1; P2.Q1.S2; P2.Q1.S3; P3.Q1.S3; P3.Q1.S4; P3.Q1.S6; P4.Q1.S12; P4.Q2.S1; P4.Q5.S4; P5.Q1.S1; P5.Q1.S4; P5.Q2.S5; P5.Q2.S9; P5.Q3.S2.</p> <p><b>Teacher quality as discourse:</b> P1.Q1.S4; P1.Q1.S5; P1.Q1.S6; P1.Q3.S1; P1.Q3.S2; P1.Q3.S7; P1.Q3.S9; P1.Q4.S1; P2.Q4.S1; P2.Q4.S2; P2.Q4.S3; P3.Q1.S11; P3.Q3.S1; P3.Q3.S2; P3.Q4.S1; P3.Q4.S2; P4.Q2.S4; P5.Q1.S2; P5.Q1.S3.</p>	<p>Yes; within the in-depth interview, discourse(s) crossed over.</p> <p><b>Standards and political discourses:</b> P1.Q1.S3; P1.Q3.S8; P4.Q2.S1; P5.Q2.S9.</p> <p><b>Teacher quality and accountability discourses:</b> P1.Q1.S5.</p> <p><b>Teacher quality and political discourses:</b> P1.Q1.S6; P5.Q1.S2.</p> <p><b>Teacher quality and standards discourses:</b> P1.Q3.S7; P3.Q1.S11; P3.Q3.S2.</p> <p><b>Teacher quality and policy discourses:</b> P4.Q2.S4.</p> <p><b>Political and accountability discourses:</b> P1.Q1.S8; P1.Q3.S4.</p> <p><b>Political and policy discourses:</b> P1.Q2.S4; P1.Q2.S5; P2.Q1.S2; P3.Q1.S4; P3.Q1.S6; P4.Q1.S12; P4.Q2.S1; P4.Q5.S4; P5.Q2.S5.</p> <p><b>Standards and accountability discourses:</b> P3.Q1.S8; P3.Q1.S9.</p>	<p>Issues are arranged through the use of qualitative interview questions.</p> <p>Interview questions frame the issues that are raised.</p> <p>Participants use formal and informal language to articulate key issues.</p>	<p><b>1. Practicum (Evidence of impact):</b> Commonwealth Government sought hard-evidence for ITE students positively impacting upon school student learning.</p> <p>Interest groups stated that evidence was provided through ITE students securing a teaching job.</p> <p>Government was not satisfied with the response and implemented action.</p> <p><b>2. Funding and autonomy</b> Commonwealth Government provides funding for universities. Additionally, there is invested interest with the introduction of the national standards.</p> <p>However, in the higher education act, universities are self-accredited; as such, there should be no Commonwealth intervention after funding has been approved.</p> <p>Due to the Commonwealths introduction and funding of the national standards (through AITSL), The government seeks to accredit ITE programs against the standards; therefore, leading to continued intervention.</p>

The identification of patterns was also noted by the researcher in the indexing and examination of the sources structure *in the academics' published views*. Likewise, in-line with previous data source areas within this section, the guiding questions were placed above each column and themes, issues, and discourses were identified (Table 5.9).

Table 5. 9 Academics' published views: Indexing and examination - sources structure

<b>Academics' published views: Indexing and examination of the sources structure</b>				
Are there areas of data that connect with a theme or issue ( <i>FA</i> )?	Is there source information that collectively addresses a particular discourse ( <i>CDA</i> )?	Do different discourse(s) cross-over ( <i>CDA</i> )?	How are issues arranged ( <i>CDA</i> )?	Are key issues counter-argued, only to be refuted ( <i>CDA</i> )?
<p>Yes; themes that arose from the development of further coding categories (<i>CDA</i>) and the connection to areas of data are:</p> <p><b>Practicum (highly valued):</b> Q1.6; Q1.7; Q2.4; Q2.6; Q3.4; Q3.5; Q3.6; Q3.14; Q4.1; Q4.2; Q4.3; Q4.4; Q4.5; Q4.6; Q4.7; Q4.8; Q4.9; Q4.10; Q4.11 (Appendix D, Table 7).</p> <p><b>Political actions:</b> Q2.1; Q2.4; Q2.5; Q3.5; Q3.9; Q3.10 (Appendix D, Table 7).</p> <p><b>Partnership concerns:</b> Q3.6; Q3.7; Q3.12; Q3.13; Q4.1 (Appendix D, Table 7).</p> <p><b>Standardisation:</b> Q1.11; Q1.12; Q2.1; Q2.2; Q2.3; Q2.8; Q2.9; Q2.10; Q3.1; Q3.2; Q3.3; Q3.4; Q3.5; Q3.9; Q3.10; Q3.15 (Appendix D, Table 7).</p>	<p>Yes; particular discourse were collectively addressed and are:</p> <p><b>Teacher quality as discourse:</b> Q2.5; Q3.5; Q4.9.</p> <p><b>Market-driven discourse:</b> Q2.7; Q3.5; Q3.10.</p> <p><b>Standards' discourse:</b> Q1.11; Q1.12; Q2.1; Q2.2; Q2.3; Q2.8; Q2.9; Q2.10; Q3.1; Q3.2; Q3.3; Q3.4; Q3.5; Q3.9; Q3.10; Q3.15.</p> <p><b>Accountability as discourse:</b> Q1.5; Q2.4; Q2.6; Q3.5.</p> <p><b>Policy as discourse:</b> Q1.4; Q1.7.</p> <p><b>Political discourse:</b> Q1.5; Q2.1; Q2.4; Q2.5; Q3.5; Q3.10.</p>	<p>Yes; within the academics' published views, the following discourse(s) crossed-over:</p> <p><b>Political and accountability and discourses:</b> Q1.5; Q2.4</p> <p><b>Political and standards' discourses:</b> Q2.1; Q3.10</p> <p><b>Political and teacher quality discourses:</b> Q2.5</p> <p><b>Political; market-driven; accountability; teacher quality, and standards discourses:</b> Q3.5</p>	<p>Issues are arranged through academic writing style:</p> <p><b>Sections:</b> Title; abstract; introduction; central body of writing; conclusion; reference list.</p> <p><b>Paragraphs:</b> Central topic sentence and supporting sentences.</p> <p><b>Features:</b> Explicit language; formal and factual language.</p> <p><b>Nature:</b> Objective and analytical.</p>	<p>Yes; main issues that were counter-argued and refuted were:</p> <p>A politicalised context driving policy change, inclusive of the practicum (Le Cornu, 2016);</p> <p>Academic/ expert testimony from teacher education leaders making recommendation for policy change, inclusive of the practicum;</p> <p>Due to mistrust by politicians, numeric data and public opinion is predominately referred to, not academic/expert testimony (Reid, 2011a).</p>

Through an academic writing style (objective and analytical in nature), patterns emerged through the issues that were arranged into central topics with supporting sentences and formal and factual language, as stipulated in Table 5.9, column 4.

Across the *academics' published views*, the issues were arranged in a very similar manner; however, with one exception. The Beswick (2015) article was written in a much lighter academic writing style, designed to provide information in a more attainable way to all readers (“Australian College of Educators”, 2018, para. 6). This was achieved through the use of shorter sentence structures, the use of regular bold headings, and the application of a colour scheme in order to enhance the information.

Additionally, evident in Table 5.9, there was a clear connected pattern between the *political actions* theme and *political* discourse; areas that also substantially crossed-over with other discourses in the *academics' published views*. These discourses were: *accountability*; *standards*; *teacher quality*, and *market-driven* discourses. Furthermore, the theme and collective discourse linked to a key issue that was counter-argued, only to be refuted (Table 5.9, column 5). These discourses and the discourses associated with the other data sources are now referred to in the next section of this research study.

#### 5.2.2.1 Multiple Triangulation approach: Discourses

Aligning with the research questions of this study, a synthesis of the discourses was established through the approach of *Multiple Triangulation*. Identified discourses are represented in the *Multiple Triangulation approach discourses' diagram* (Figure 5.1), through the combined *Data-Analysis Triangulation* and *Data-Sources Triangulation*. The triangulation approach enabled the identification of a stand-alone discourse and the cross-over of six discourses, across the three data sources. Similarities across data sources were:

**Policy:** *official documents; in-depth interviews, and academics' published views;*

**Market-driven:** *official documents; in-depth interviews.*

**Standards:** *official documents; in-depth interviews, and academics' published views;*

**Accountability:** *official documents; in-depth interviews, and academics' published views;*

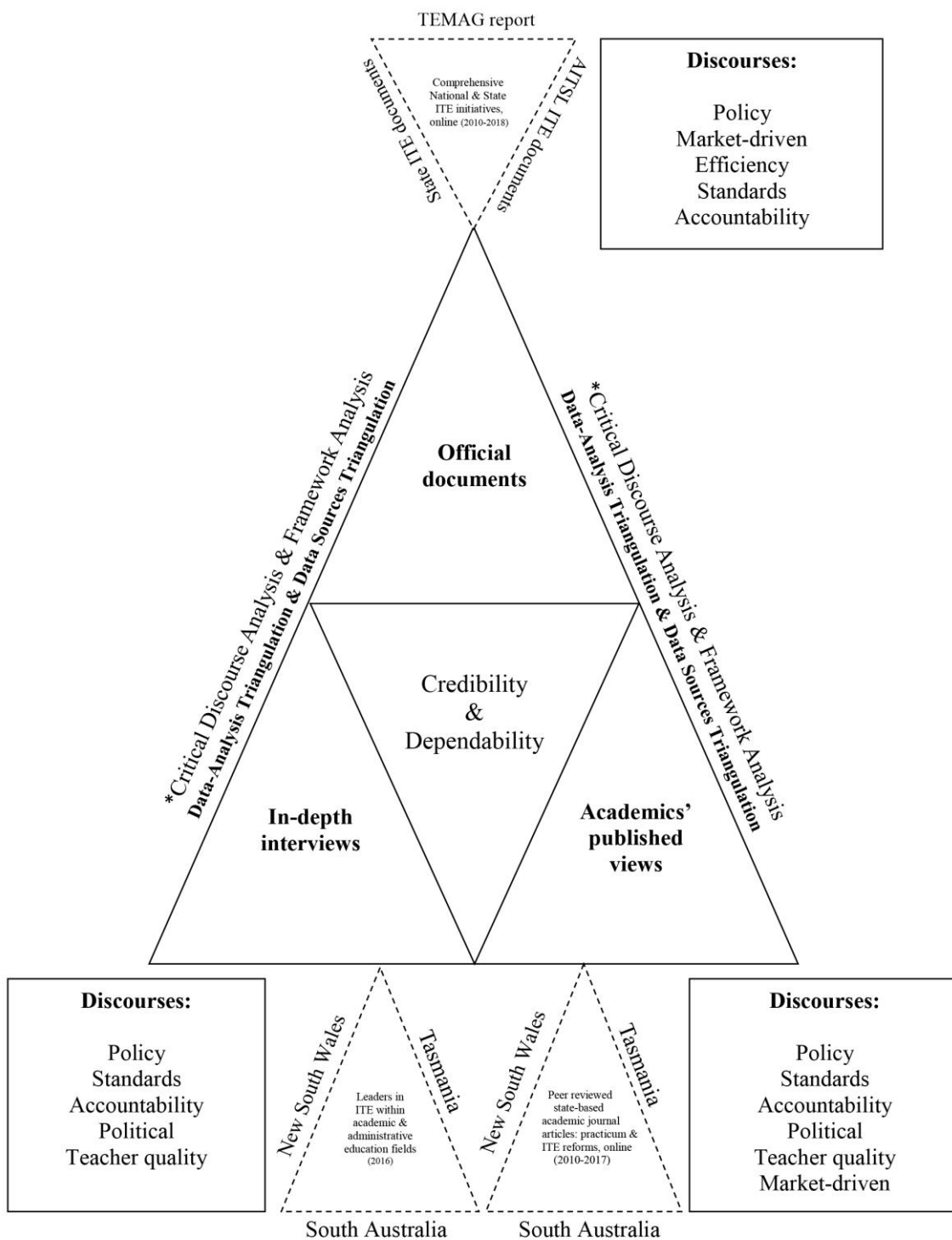
**Political:** *in-depth interviews; academics' published views;*

**Teacher-quality:** *in-depth interviews; academics' published views;*

In contrast, the *evidence* discourse was only regularly represented in the *official documents* data; albeit, also referred to as a central theme in one of the interviews.

The significance of these discourse results, at this stage of analysis, are three-fold. Firstly, the *policy*, *standards*, and *accountability* discourses were evident across all data sources. As such, these discourses were interpreted by the researcher as having a substantial impact across ITE. Secondly, emerging from the *in-depth interview* and *academics' published views* data, *political* discourse was impacting upon *teacher-quality* discourse. Thirdly, the *evidence* discourse associated only with the *official documents* was quite telling, for the researcher. Through critical analysis of the data, the researcher interpreted this as an explanation of the importance of *evidence* to the Government and a way in which to monitor *standards* attainment and *accountability*. These results are expanded upon within 5.2.3.

Figure 5. 1 Multiple Triangulation approach: Discourses



**\*Critical Discourse Analysis & Framework Analysis  
Data-Analysis Triangulation & Data Sources Triangulation**

Derived from the *Policy Discussion Research Group* (2013). School of Education, Faculty of Arts, University of Adelaide.

### 5.2.3 Indexing, collection, and examination of discursive statements

Upon completion of the *Multiple Triangulation* discourse synthesis and the initial indexing process, discursive statements from all three sources of data were collected and examined. This process was guided by the research questions in Table 5.10.

Table 5. 10 Indexing, collection, and examination of discursive statements

<b>Indexing (FA step 3), collection, and examination of discursive statements (CDA step 5)</b>	
<b>FA guiding questions Contextual: Identifying the form and nature of what exists</b>	<b>CDA guiding questions (Diagnostic)</b>
How does the interpretation of textual data correspond to a theme? ( <i>interpretivism</i> )	Through critical analysis, what does the information directly state about the discourse strand? ( <i>critical theory</i> );  What are the academics' or participants' views? ( <i>interpretivism</i> )

As such, the researcher was able to map-out the information in connection to every main topic (Schneider, 2013). In Tables 5.11-13, information is presented underneath each guiding question, leading to the underlying discourse in the main themes of the source material, as previously mentioned in section 3.6.2.

The main requirement in this stage of analysis was reliance on “a fairly classic set of analytic moves” (Miles, Huberman, 1994, p. 9) in order to establish the ways in which the interpretation of the textual data corresponded to a particular theme in the first column of each of the three tables.

Table 5.11, supports and expands upon specific results in 5.2.2.1 by providing what the information directly states about the discourse strands.

Table 5. 11 Official documents: Indexing, collection and examination

<b>Official documents: Indexing, collection, and examination of discursive statements</b>		
How does the interpretation of textual data correspond to a theme ( <i>FA</i> )?	Through critical analysis, what does the information directly state about the discourse strand ( <i>CDA</i> )?	What are the views in the official documents ( <i>CDA</i> )?
<p>Allocated codes to particular source areas (obtained from document analysis), lead to the discovery of themes;</p> <p>Through memo writing and note taking on Word documents, connections and differences are identified;</p> <p>Working through the source data (adding comments and reflections) the connections and differences to themes are identified;</p> <p>Linking information to a structured form of constructs enables themes to emerge from the data.</p>	<p><b><u>Policy as discourse:</u></b> Regular review is considered important for policies and procedures; <b>There are rigorous requirements that must be met for national accreditation;</b> AITSL implements key aspects for the Commonwealth Government; <b>Large-scale standardised performance tasks are implemented and used for monitoring and policy making.</b></p> <p><b><u>Market-driven discourse:</u></b> There is a need for ongoing review of policies in order to meet changing conditions; <b>Improving upon economic conditions is a primary motivator for decision making.</b></p> <p><b><u>Efficiency discourse:</u></b> TRB boards are required to work to a nationally consistent approach in order to accredit ITE programs within their jurisdiction; <b>Ongoing monitoring is essential for teacher quality assurance;</b> The Standards and Procedures are considered an important tool for establishing national consistency by: establishing and determining accreditation panels; program assessment, and the reporting of accreditation decisions; <b>AITSL has been given the responsibility to continually monitor and review the national approach to ITE programs' accreditation;</b> Large-scale standardised performance tasks are implemented and used for monitoring and policy making (as stipulated above in Policy discourse).</p> <p><b><u>Standards' discourse:</u></b> Roles are being created within university contexts that entail contributing with unit design and ensuring standardisation; <b>As stipulated in the Efficiency discourse, Standards and Procedures are considered an important tool for establishing national consistency and monitoring policy development;</b></p> <p><b><u>Accountability as discourse:</u></b> The transparency of all units is considered a way to manage quality and accountability; <b>Respondents to the consultation process (2010) raised the need to develop a process for reviewing/ and evaluating the accreditation system, itself.</b></p>	<p><b><u>Policy as discourse:</u></b> All ITE program requirements need to be met or programs will not be approved; <b>The importance of ongoing review.</b></p> <p><b><u>Market-driven discourse:</u></b> The importance of ongoing policy review. There is an aim to improve economic conditions.</p> <p><b><u>Efficiency discourse:</u></b> Ongoing monitoring and review is deemed as essential for determining teacher quality; <b>The Standards and Procedures are deemed important for monitoring, policy development, and establishing consistency across educational jurisdictions.</b></p> <p><b><u>Standards' discourse:</u></b> University roles are being created to ensure standardisation.</p> <p><b><u>Accountability as discourse:</u></b> Transparency is considered a way in which to manage quality and accountability.</p>

Furthermore, Table 5.12 also expands upon the specific results in 5.2.2.1.

Table 5. 12 In-depth interviews: Indexing, collection, and examination

<b>In-depth interviews: Indexing, collection, and examination of discursive statements</b>		
How does the interpretation of textual data correspond to a theme (FA)?	Through critical analysis, what does the information directly state about the discourse strand (CDA)?	What are the participant views (CDA)?
<p>Allocated codes to particular source areas (obtained from in-depth interview transcript analysis), lead to the discovery of themes;</p> <p>Through memo writing and note taking on Word documents, connections and differences are identified;</p> <p>Working through the transcript source data (adding comments and reflections) the connections and differences to themes are identified;</p> <p>Linking information to a structured form of constructs enables themes to emerge from the data.</p>	<p><b>Policy as discourse:</b> AITSL is leading policy change, on behalf of the Commonwealth Government. The Commonwealth Government owns AITSL;</p> <p><b>Bureaucratic responses are being used to address problems;</b> The attempt to bureaucratise what a person can/cannot do will always be challenged; <b>Through AITSL, the Commonwealth Government is pushing for ITE reform and the universities have to pay for it; however, university resources are not available to act upon those changes.</b> <b>There is written and unwritten intent in policy;</b> NSW carry great influence around teacher training and accreditation due to their size and funding ability. They are working with their own state recommendations and policies as well as the national standards; <b>Everyone wants the practicum to occur, but industrial and funding conditions are extremely challenging;</b> A business model is being used where things are implied from one profession to another profession;</p> <p><b>Standards' discourse:</b> The Commonwealth wants to accredit ITE programs against the national set of standards; <b>There are contrasting schools of thought: the standards are changing approaches to the practicum; focus is moving away from content based-approaches to standards-based and evidence-based approaches, and the practicum will continue to be what it has always been – very hard to change;</b> The standards are changing professional relationships to a more formalised arrangement; <b>The standards are dramatically increasing workloads;</b> The standards are being used as a useful tool for reflection upon practice; There are other contrasting schools of thought: the standards are driving consistency, and the standards are contributing to a loss of creativity – a one-size-fit model does not work across different educational contexts; There I now a normalising driving force, leading to uniformity;</p> <p><b>Accountability as discourse:</b> The Commonwealth Government is driving evidence of impact with the practicum, through AITSL; <b>The practicum assessment has to be evidence based. Theoretically a good idea but how it can be operationalised at a national level is a great challenge;</b> There is more accountability and auditing through the accreditation rules; <b>Levels of workload and accountability have dramatically increased for ITE providers and regulators;</b> A high degree of collegiality and collaboration is occurring across universities, enabling positive accountability amongst professional education experts; <b>The practicum is where the profession takes ultimate responsibility for the profession.</b></p> <p><b>Political discourse:</b> <b>In the higher education act, universities are self-accrediting organisations;</b> After the universities are accredited, autonomy is supposed to be in place; as such, there should be no further government intervention after funding approval; <b>The Government wants to accredit ITE programs against the standards; therefore, continued involvement prevails;</b> NSW had great issues with the Commonwealth recommendations and made their own recommendations through their own legislation. They are now incorporating national recommendations into their own recommendations; <b>SA have been a little resistant but do not have funding (like NSW) to support their own position;</b> TAS has also been a little resistant but like SA, do not have the funding. The state does not have the influence that BOSTES (now NESAs) had on the government; <b>National recommendations want pre-service teachers in schools, early;</b> States want pre-service teachers in schools during their second year - a level of attainment prior to entering schools is desired; <b>The Commonwealth Government is driving change through AITSL, through accreditation rules;</b></p> <p><b>Teacher quality as discourse:</b> The Commonwealth Government responded to public concern about teacher quality; <b>Recommendations about teacher quality are not new but set requirements, such as increased rigour about making judgements, are;</b> The practicum is considered the most important aspect of ITE programs, with a focus always on the quality of teaching.</p>	<p><b>Policy as discourse:</b> Rate of policy change is intense. Theoretical considerations are not often deemed as practical, primarily due to funding challenges and workloads. <b>Bureaucratic responses are being used to address problems;</b> Consortiums of regional universities are being formed to assist with the rate of change and decision making; <b>Written and unwritten intent.</b></p> <p><b>Standards' discourse:</b> Contrasting views: the standards are changing approaches to the practicum - focus is moving from content based-approaches to standards and evidence-based approaches, and the practicum will continue to be what it has always been - hard to change; <b>The standards are driving consistency and contributing to a loss of creativity – a one-size-fits-all model does not work across different educational contexts.</b></p> <p><b>Accountability as discourse:</b> Accountability and auditing have increased through the accreditation rules; <b>A high degree of collegiality and collaboration is occurring across universities, enabling positive accountability amongst ITE experts.</b></p> <p><b>Political discourse:</b> Varied responses between the states about Commonwealth Government intervention; <b>Regulation at a national level, across many different contexts, is always going to be scrutinised.</b></p> <p><b>Teacher quality as discourse:</b> Universities believe they are doing a good job. The media disagrees; The Commonwealth Government has responded to public concern about teacher quality.</p>



Emerging from the *in-depth interview* data (Table 5.12), it becomes clear that *political* discourse has impacted upon *teacher-quality* discourse. The teaching profession continues to be significantly criticised, despite universities believing they are doing a good job in educating and preparing pre-service teachers. The Commonwealth Government has responded to the concerns about teacher quality and is driving ITE reform. So too, is this impact evident in the *academics' published views* (Table 5.13).

Table 5. 13 Academics' published views: Indexing, collection, and examination

<b>Academics' published views: Indexing, collection and examination of discursive statements</b>		
How does the interpretation of textual data correspond to a theme (FA)?	Through critical analysis, what does the information directly state about the discourse strand (CDA)?	What are the academics' views (CDA)?
<p>Allocated codes to particular source areas (obtained from the academics' published views analysis), lead to the discovery of themes;</p> <p>Through memo writing and textual data on word documents, the academics' published views transcripts, connections and differences are identified;</p> <p>Working through the transcript source data (adding comments and reflections) the connections and differences to themes are identified;</p> <p>Linking information to a structured form of constructs enables themes to emerge from the data.</p>	<p><b><u>Teacher quality as discourse:</u></b>  <b>The practicum is surrounded by many issues within a politicised context, pushing for teacher quality;</b>            Improving upon national productivity and prosperity is increasingly being linked to a quality education provided by quality teaching.</p> <p><b><u>Market-driven discourse:</u></b>            Government is re-defining roles and responsibilities within education due to considered links between education and its role with national productivity and prosperity;  <b>Improving upon national productivity and prosperity is increasingly being linked to a quality education provided by quality teaching, as stipulated in the above Teacher quality discourse of this column.</b></p> <p><b><u>Standards' discourse:</u></b>            The Federal Government's action towards national accreditation of ITE programs supports the view that teacher education falls short of desired standards;  <b>The Standards are considered by many academics to be replacing knowledge about teaching;</b>            The Standards are considered by many academics to not support intellectual endeavour in teacher education;  <b>Accreditation standards that don't differentiate between teaching disciplines, risk not dealing with teaching discipline complexities;</b>            Australia is following the global trend of standardisation for the practicum;  <b>The Commonwealth Government is pressing for standards in ITE and the profession, at large;</b>            Increased global competitiveness in standardised testing;  <b>Applying innovation with the Standards is considered as a way to better evaluate teaching and learning.</b></p> <p><b><u>Accountability as discourse:</u></b>            Accountability dominates ITE;  <b>Political, theoretical, and practical issues pertaining to the professional experience are considered linked to accountability requirements;</b>            More evidence is being called upon by the Commonwealth Government, through AITSL, in the professional experience component of ITE;  <b>The Commonwealth Government is pressing for accountability in ITE.</b></p> <p><b><u>Policy as discourse:</u></b>            Teacher education expert testimony has been questioned;  <b>Practicum changes are considered necessary for initial teacher educators facing escalated ITE reform.</b></p> <p><b><u>Political discourse:</u></b>            Teacher education decisions are considered to be often politically motivated;  <b>The government's response to national accreditation is in response to public criticism.</b></p>	<p><b><u>Teacher quality as discourse:</u></b>            Teacher quality is increasingly being linked to political concepts.</p> <p><b><u>Market-driven discourse:</u></b>            The Government aims of improving the economy are increasingly being linked to quality education by quality teachers.</p> <p><b><u>Standards' discourse:</u></b>            Intellectual endeavour is at risk in teacher education.  <b>The Government's actions towards national accreditation is suggestive that teacher education is not meeting desired outcomes.</b>            Innovation is needed with the Standards.</p> <p><b><u>Accountability as discourse:</u></b>            Accountability dominates ITE, inclusive of the practicum.</p> <p><b><u>Policy as discourse:</u></b>            Increased ITE reform is providing significant challenges to ITE experts involved in the practicum.</p> <p><b><u>Political discourse:</u></b>            Teacher education decisions are politically motivated, stemming from response to public criticism.</p>

#### 5.2.4 Charting and cultural reference identification

Having identified the discourses and themes to the *official documents*, *in-depth interviews*, and *academics' published views*, the researcher aimed to develop a complete picture of the data by taking into consideration the range of experiences and perspectives for each issue. As such, the qualitative data was moved from its initial context and re-organised according to thematic references (Ritchie and Spencer, 1994).

The *FA charting* was constructed with the use of the research questions; evident by the adjacent indexing to the charts' text and the use of key prevailing issues, deemed through *critical thought* and *interpretivism*, being placed as sub-headings underneath the source main heading. Ritchie and Spencer (1994) state:

Charts are devised with headings and subheadings which may be drawn from the thematic framework, from a priori research questions, or according to considerations about how best to present and write up the study (Ritchie and Spencer, 1994, p. 182).

The researcher considered that the best way to present the results was through the key prevailing issues and the research questions, represented and referred to via the indexing. Furthermore, as previously stipulated in 3.6.3, Ritchie and Spencer (1994); Srivastava and Thomson (2009) emphasise the importance of keeping the data identifiable as to where it came from. Hence, the recommendation to keep the data (within each chart) in the same order is utilised in this research study.

Additionally, the following table (Table 5.14) refers to the *FA* and *CDA* guiding questions that also assisted in this analytical process; addressed in sections 5.2.4.1 and 5.2.4.2.

Through *critical thinking* and the *interpretation* of the source information, the *FA* and *CDA* research questions guided the researcher in ascertaining what role intertextuality served in reference to the overall research (Chilton; 2004; Fairclough, 1994; Janks, 2006; Schneider, 2013; Wodak, Meyer, 2009).

Table 5. 14 Charting and cultural reference identification

<b>Charting (FA step 4) and cultural reference identification (CDA step 6)</b>	
<b>FA guiding questions (Diagnostic: examining the reasons)</b>	<b>CDA guiding questions (Contextual)</b>
What key elements are the basis for particular perspectives or perceptions? ( <i>interpretivism</i> )	Does the context imbue the issue(s)? ( <i>critical theory</i> )

Appendix E (Chart 1; Chart 2; Chart 3) illustrate the experiences and perspectives pertaining to all three source areas. The charts take into consideration prevailing key issues(s) that arise across each discourse; identified in tables 5.7-5.9 and also re-iterated within the concept maps (Appendix F, Figure 1; Figure 2; Figure 3) by blue and/or green shading. Chart entries were included from multiple data (within each data source set) on to a collective single source chart. It is important to note here that sources were kept in the same order on the charts, as previously listed in tables. Additionally, each statement was studied and a refined summary of the sources' information was entered on the charts (Ritchie & Spencer, 1994). As such, the coding system remained intact, charted information continued to be linked to the research study questions, and the approach enabled ease of review and comparability. The charts are titled Chart 1: Official documents; Chart 2: In-depth interviews, and Chart 3: Academics' published views. These are now referred to in logical order through the use of the guiding FA question. All of the statements in the three charts are direct quotes from the data.

#### 5.2.4.1 *What key elements are the basis for particular perspectives or perceptions (FA)?*

Chart 1: Through *critical thought* and *interpretivism*, re-occurring information within the *official documents* led to the identification of prevailing key issues. The information consisted of elements that are represented as summaries, in Chart 1.

The concept map (Appendix F, Figure 1) also refers to the key prevailing issues but illuminates the connections between the discourses and *official documents'* views, first identified in 5.2.3 (Table 5.11); as such, illustrating the interconnectedness of the discourses, views, and key prevailing issues. The latter, being further supported by the sources data examples in Chart 1.

Chart 2: Likewise, through *critical thought* and *interpretivism* re-occurring information within the *in-depth interviews* led to the identification of prevailing key issues. The elements are represented as summaries, in Chart 2.

The concept map (Appendix F, Figure 2) also refers to the key prevailing issues and illuminates the connections between the discourses and *in-depth interview* data, identified in 5.2.3 (Table 5.12); as such, also illustrating the interconnectedness of the discourses, views, and key prevailing issues. In-line with the same process as the previous charting, the key prevailing issues are supported by the sources data examples in Chart 2.

Chart 3: The same analytical process was also utilised for the charting of the *academics' published views*. Through the consistent approach of *critical thought* and *interpretivism*, re-occurring information was also identified in the *academics' published views*, leading to the identification of prevailing key issues. In-line with other charting, the elements are also represented as summaries (Chart 3).

The concept map (Appendix F, Figure 3) highlights the connections between the discourses and *academics' published views*, identified in 5.2.3 (Table 5.13). In turn, displaying the interconnectedness of the discourses, views, and key prevailing issues. In-line with previous charting, the key prevailing issues are supported by the sources data examples in Chart 3.

#### 5.2.4.2 Does the context imbue the issue(s) (CDA)?

The charting of the qualitative data led to the understanding that the context imbued the issues. Lloyd (2013) states:

Public commentary around teaching and teacher education is currently and regrettably one of low standards and failure. Although ill-defined, “quality” is stated as the goal implying a deficit or lack of quality in current practice (Lloyd, 2013, p. 2).

In response to public commentary, the Australian Education Ministers decided that there was a problem with teacher-quality; an issue deemed as needing immediate attention and action. As a result, the quality of program entrants was examined, a compulsory literacy and numeracy testing was introduced, and an acceptability benchmark was set (top 30 per cent); all leading to action that can be considered to have undermined the teaching profession and reinforced the so-called ITE deficit (Lloyd, 2013).

This benchmark percentile was also referred to in the *Universities Australia* media release (2013), after the past Minister for Tertiary Education, Chris Bowen, and the previous Minister for School Education, Peter Garrett, made the announcement about a four point national plan. The *Universities Australia* (2013) media release reported:

a new literacy and numeracy test, requiring students to be in the top 30 per cent of the population for literacy and numeracy by the time they graduate (“Universities Australia”, 2013, para. 4).

Furthermore, this action aligned with the AITSL Program Accreditation Standard 3.5:

Entrants to initial teacher education will possess levels of personal literacy and numeracy broadly equivalent to the top 30% of the population. Providers who select students who do not meet this requirement must establish satisfactory arrangements to ensure that these students are supported to achieve the required standard before graduation. The National Literacy and Numeracy Test is the means for demonstrating that all students have met the standard (AITSL, 2015, p. 12).

The link between the joint ministerial statement (2013), the Australian Education Minister’s decision, and the AITSL Program Standard (3.5), can be considered to represent a *genre chain* (Lloyd, 2013); combined, they articulate one message and represent one of many examples that can be found to illustrate the current context that imbues the previously discussed issues.

#### 5.2.5 Charting, linguistic, and rhetorical tool identification

The next step in the analysis involved the researcher identifying how the different statements and discourse(s) functioned through language; the intertextuality of texts, and relationships associated with the texts (e.g. power relations). This process entailed working through several copies of each source text, highlighting sections of each text and making notes. Within this part of the research study, the sources’ *linguistic* and *rhetorical* tool identification is discussed in logical order; in keeping with the order of analysis in previous parts of this research study. Thus, commencing with *official documents* (5.2.5.1), then *in-depth interviews* (5.2.5.2), followed by the *academics’ published views* (5.2.5.3).

From the outset, across all source data excerpts, statements (indented and tabled) are direct quotes from the data and *rhetorical* features are illustrated through the use of underlined text. This approach provides a point of reference when discussing *how* the language is used within each particular example.

Additionally, within each source, the following language features were considered: words that shared a *contextual background*; *grammatical attributes*; *lexicalisation*; *language modalities*; *rhetorical characteristics*, and *evidentialities* (Schneider, 2013), as stipulated in 3.6.2; the last

featured prominently across all of these language features, identifying how the information presented issues as a *matter-of-fact* (Schneider, 2013).

Within this part of the analysis, the table that follows (Table 5.15) draws reference to the guiding questions that assisted with this analytical process; the *CDA* guiding questions were utilised, throughout, and the *FA* question was considered upon completion of this analytical stage. It is important to note here, that results from *FA* (step 4) and *CDA* (step 7) directly related to the overarching research questions; contributing to the findings, discussed in Chapter 6.

Table 5. 15 Charting, linguistic and rhetorical tool identification

<b>Charting (<i>FA</i> step 4), linguistic and rhetorical tool identification (<i>CDA</i> step 7)</b>	
<b>FA guiding questions (Diagnostic: examining the reasons)</b>	<b>CDA guiding questions (Diagnostic)</b>
Due to the underlying elements, what themes emerge from the data? ( <i>interpretivism</i> )	Through critical analysis, how does the information operate through the language? ( <i>critical theory</i> );  How does the language (transcriptions, written, oral, and aural) assist in actively constructing reality? ( <i>interpretivism</i> )

#### 5.2.5.1 *Official documents' language*

The *official documents' vocabulary*, drawn directly from business language, arose from a common contextual background of education institutions, like schools and universities being viewed and operated as businesses. This determination was made by the researcher upon taking a close look at the dialectally related concepts: genres; discourse, and styles; all of which contributed to a lexicalisation that shaped *teacher-quality* as phenomenon.

Discourses are enacted in genres, discourses are inculcated in styles, actions and identities are represented in discourses (Taylor, 2007, p. 437).

The way in which these concepts interacted together is considered to occur through the semiotic aspects of social order (Fairclough, 2001). It was the aim, through *CDA*

to show how the semiotic [and] linguistic, properties of a text connect with what is going on socially in the interaction (Fairclough, 2001, p. 240).

With semiotic characteristics always in mind, common *linguistic* and *rhetorical* aspects of each source were found to be presented within the colourful business blueprint, pertaining to each organisation. Each online document carried bold headings, sub-headings, access to hyperlinks, and pictures; the latter, often portraying people who were positively engaged in active learning.

Within these visualised frameworks, the researcher analysed the *linguistic* and *rhetorical* combined functions; achieved through the examination of the following textual features: *grammar; lexicalisation; rhetoric; evidentialities, and modalities*. Additionally, the extracts that are directly referred to in this discussion were taken from the *official documents*, first referred to in 3.9. All of the *official documents* were available online. Extracts chosen for further analysis stemmed from 5.2.1 (Appendix D, Table 1); 5.2.4 (Appendix E, Chart 1) and directly related supporting *official document* statements, from the originating sources. Additionally, all of these extracts contributed as important summary statements within the *official documents*, “and as such they summarize the ‘flavour’ of each document” (Taylor, 2007, p. 438).

*AITSL ITE initiatives*: The first extracts for discussion originate from the AITSL *official documents*; considered to belong to a *genre-chain*. For the purposes of this study, a *genre-chain* is defined as:

A succession of **genres** ordered in a particular chronological sequence in which one **genre** is often a necessary antecedent to another. Such sequences can be used as a planning tool for discourse communities familiar with each **genre** (“Genre across borders”, 2004, para. 1).

Key extracts from each genre-chain source were chosen by the researcher through critical analysis. In many cases, the language in the AITSL documents (e.g. AITSL ITE data reports 2013; 2014; 2015; 2016; 2017) used repetitive language. As such, instead of repeating textual statements, the most recent *official document* in the *genre-chain* was referred to, where repetition of phrasing was regularly apparent. Additionally, appropriate referencing was placed adjacent to the chosen statements, inclusive of other documents, when the language was exactly the same.

The *AITSL ITE initiatives* (listed in 3.9) collectively consisted of different genre styles. These genres were: *reports; standards and procedures, and guidelines* (previously listed in Table 3.7). They were structured in such a way that a construct of ‘*improvement to solution*’ is presented throughout the texts. As such, a central issue is presented for further improving national productivity and prosperity through ITE, and a deemed main solution (through AITSL) is

considered, and acted upon, through the subsequent policies and standards, discussed. The ‘*improvement to solution*’ framing through ITE is a key characteristic of the documents’ marketing character; directly connected to *policy; efficiency; standards; accountability*, and *market-driven* discourses. However, it is noted that through *critical* analysis, the researcher’s *interpretation* identified *teacher-quality* not as a discourse within the AITSL documentation (or for that matter any other *official documentation* pertaining to this research study), but as phenomenon. This discovery is expanded upon and addressed in Chapter 6.

With this in mind, the Commonwealth Government’s solution of making improvements is presented through AITSL, via the AITSL consultation report (AITSL, 2010); ITE data reports (AITSL, 2013; AITSL 2014; AITSL, 2015; AITSL, 2016; AITSL 2017); Standards and Procedures (AITSL, 2015), and Guidelines for the accreditation of ITE programs in Australia document (AITSL, 2016). Through critical analysis, the researcher’s interpretation of these documents identified the language as seemingly persuasive in nature, but the imposed requirements upon ITE providers by the Commonwealth Government, through AITSL, can be considered as authoritarian in reality.

For instance, the Accreditation of initial teacher education programs in Australia (AITSL, 2015) states:

These Standards and Procedures... they draw on the expertise and vision of teacher educators, employers of teachers, those in the teaching profession, in schools and early childhood settings and the broader education community, and embody the ongoing sector-wide commitment to driving improvement in teacher education (AITSL, 2015, p. 2).

Yet, the section that is quoted above, actually begins with the assertion:

These Standards and Procedures set out the requirements that an initial teacher education program must meet to be nationally accredited (AITSL, 2015, p. 2).

The text initially persuades the reader into possible considerations of inclusivity and collegiality but upon critical reflection, the language “must meet to be nationally accredited” (AITSL, 2015, p. 2) imposes an authoritarian position that cannot be readily challenged.

The collective AITSL *ITE initiatives* were constructed through a series of assertive statements; confident assertions of processes and mechanisms that were put in place with full intentions of



implementation. Through critical analysis, key representational examples in the AITSL documentation were ascertained:

Within the field of initial teacher education **AITSL has been tasked with the ongoing monitoring and review** of the national approach to accreditation of initial teacher education programs (AITSL, 2017, p. citation). Also (AITSL, 2016b; AITSL, 2015a; AITSL, 2014);

The accreditation of initial teacher education programs is a key element in improving teacher quality. National accreditation **has two key objectives: improving teacher quality** through continuous improvement of initial teacher education, and **accountability of providers for their delivery of quality teacher education programs** based on transparent and rigorous standards and accreditation processes (AITSL, 2013, p. 7). Also (AITSL, 2014);

The ongoing cycle of review and re-accreditation **will provide assurance of graduate teacher quality** and building public confidence in the profession (AITSL, 2015b, p. 3);

Review of the national accreditation process... **periodic review of the Standards and Procedures informed by international evidence and research** (AITSL, 2015b, p. 31);

**Quality assurance mechanisms for review and continuous improvement** between assessment tasks and Graduate Teacher Standards (AITSL, 2016a, p. 6);

Providers have **processes in place for the ongoing collection, analysis and evaluation of data to inform program improvements and periodic formal evaluation of the program**, including participation in national and jurisdictional data collections to support local and national teacher workforce supply reporting, program and provider benchmarking, and **to build a cumulative database of evidence** relating to the quality of teacher education in Australia (AITSL, 2015b, p. 18);

the accreditation process which **sets out a nationally consistent process for the accreditation of programs**, including panel establishment and composition, assessment of programs by these panels, and the reporting of accreditation decisions (AITSL, 2010, p. 3);

**The following elements will be used to make an assessment of the evidence provided...** The evidence identifies arrangements that: include details of the main points of contact between professional experience sites and the provider [and] cover every professional experience school/site (AITSL, 2016a, p. 35);

A key element of evidence of impact in relation to pre-service teacher performance is the requirement for providers to include within their programs assessment of classroom teaching performance, across a

sequence of lessons that reflects the range of teaching practice. **All pre-service teachers must undertake and reach the required standard on this assessment to graduate** (AITSL, 2015b, p. 8);

This annual report also contributes to building a set of data that, over time, **will provide a key starting point for further research in ITE** (AITSL, 2017, p. 1).

Within each extract, selected text has been placed in bold to highlight *linguistic* features that support the construct of ‘*improvement to solution*’. Key words such as: *tasked with; delivery of; improving; sets out; will provide; periodic review; quality assurance; ongoing, and program improvements*, are generously scattered across the AITSL *ITE initiatives* and contribute to discourses aligned to business paradigms.

Furthermore, the textual layout supports such paradigms. Paragraphs are constructed with short, simple, and concise sentence structures and an active voice is presented in the texts, identifying impersonal agents-of-action (Taylor, 2007); regularly apparent within document summaries. Additionally, broad-data is presented throughout all of the documentation in the form of charts, tables, and diagrams. All of these features belong to a business writing style.

Common *linguistic* grammatical features also contributed to the structural aspects of the AITSL consultation report (AITSL, 2010); ITE data reports (AITSL, 2013; AITSL 2014; AITSL, 2015a; AITSL, 2016b; AITSL 2017); standards and procedures (AITSL, 2015b), and guideline document (AITSL, 2016a). For instance, pronouns such as *we* and *they* were used in the *official documents*; *we*, referring to AITSL; *who*, associated with teacher regulatory authorities and ITE students and *they*, referring to ITE students, providers, and the standards and procedures.

It is important to note here that despite the use of these *pronouns*, agents-of-action (Taylor, 2007) were clearly identified across the *official documents*. *Pronouns* were used in such a way that their association with the subject(s) and/or nouns identified the protagonist(s) in the discourse and contrast the **we** of AITSL with the **they** of the other protagonists, that AITSL was tasked to improve. Examples in the AITSL *official documents* are:

Since **we** released the first report in May 2013, the debate over the quality and direction of initial teacher education has intensified (AITSL, 2014, p. III). Also (AITSL, 2015a);

**They** enter initial teacher education through diverse pathways” (AITSL, 2014, p. III);

“It is jurisdictional teacher regulatory authorities (Authorities) **who** actively lead and implement these national Standards and Procedures in their local context. AITSL will collaborate with the Authorities to periodically evaluate the accreditation decision-making process (AITSL, 2015a, p. 2);

**We** might now say that the baseline data collection is in place and **we** can use it for assembling and testing responses (AITSL, 2013, p. III);

Providers of initial teacher education programs are required to submit evidence to the teacher regulatory authority in their jurisdiction to demonstrate how **they** meet the requirements of the Accreditation Standards and Procedures (AITSL, 2014, p. 3);

Since **we** released the first report back in 2013, the debate over the quality and direction of initial teacher education has intensified (AITSL, 2015b, p. III);

It will provide critical information about **who** is being prepared to teach and how effectively, **who** is teaching, where **they** are teaching, what **they** are teaching, and will identify gaps across government and non-government schools (AITSL, 2017, p. I).

This identifiable application of the *pronouns* can be considered as a confident and externally imposed approach to policy and an assumptive act of control by the Commonwealth Government, through AITSL. It has been considered that the use of different types of nouns can be used as “a common way to obscure relationships behind the text and shirk responsibility” (Schneider, 2013, para. 22); however, this is certainly not the case with the AITSL documentation. Responsibility is forthrightly claimed, thus leading to the evidence of monitoring and control by the Commonwealth Government, through AITSL.

This claim is further supported through the *official documents’* use of *adjectives*; informing the reader about the judgements that the documents have passed on to ITE. Relevant examples of *adjective* use can be readily found across all analysed AITSL documentation. For instance, commonly used *adjectives* (represented in bold font) are:

accountability of providers for their delivery of quality teacher education programs based on **transparent** and **rigorous standards** and accreditation processes (AITSL, 2013, p. 7). Also (AITSL, 2015a; AITSL, 2014);

To achieve this, a more consistent, **timely** and **comprehensive** national data collection on ITE is required (AITSL, 2016b, p. 2);

It found that a lack of **consistent** and **timely** national teacher data hinders both continuous improvement in initial teacher education and workforce planning (AITSL, 2017, p. 2).

**Formal** partnerships exist for every professional experience school/site and clearly specify components of placements and **planned** experiences (AITSL, 2015b, p. 17);

Such use of the *adjectives* provided evidence of AITSL's assertive judgements on ITE, inclusive of the practicum. So too, *main and auxiliary verbs* were commonly used in the AITSL *official documents*; also contributing towards judgements inclusive of the ITE practicum. Below, *main and auxiliary verb examples*, within the sentence constructs, are placed in bold font:

These Standards and Procedures set out the requirements that an initial teacher education program **must** meet to be nationally accredited (AITSL, 2015b, p. 2);

Quality assurance of teacher education programs **is** essential to ensure every program **is** preparing classroom ready teachers (AITSL, 2015b, p. 2);

Other material to be developed **will** include examples of applications and evidence, which **will** be made available on the AITSL website, and panel member training. Together, this suite of materials **will** further support accreditation panel members to make consistent judgements of applications for accreditation against the Standards and Procedures (AITSL, 2016a, p. 3);

Formal partnerships, agreed in writing, **are** developed and used by providers and schools/sites/systems to facilitate the delivery of programs, particularly professional experience for pre-service teachers (AITSL, 2016a, p. 35);

To achieve accreditation, providers of initial teacher education programs **must** demonstrate that their programs meet the requirements (AITSL, 2013, p. 7);

Evidence of program impact **may** include partnerships (AITSL, 2016a, p. 35).

a justifiable rationale as to how the pre-service teachers will have adequate opportunity to practice and demonstrate the minimum requirements of the Graduate Teacher Standards **must** be provided (AITSL, 2016a, p. 37).

These sentences collectively provided examples of assertive and authoritarian language; a stylistic feature inclusive of *evidentialities* and *modalities*, commonly found in business writing. Phrases, inclusive of the words *will*, *is*, and *are* suggest factuality and words such as *must*, *essential*, and *may* contribute to phrasing that creates a sense of urgency; quite possibly in response to public criticism and lack of confidence, in ITE. Combined, these *linguistic* features and *rhetorical* strategies, using detailed points and repetition of expression across each source and the genre-chain, aim to present a compelling, convincing, and authoritarian text. Fairclough (1992) referred to the repetition of expression as “*overwording*” (Fairclough, 1992, p. 193). The strategy being to strategically position repeated words within documents and place those words in sentence structures that carry a strong message to the reader. Therefore, as a result, these words can provide semantic features that represent a sense of compulsion and urgency.

*TEMAG report*: Likewise, comparative *linguistic* and *rhetorical* features are evident in the TEMAG report (2014); a report that greatly influenced Commonwealth Government action upon ITE, through AITSL.

The *TEMAG report (2014)* is centred upon the construct of ‘*integrated delivery to ITE*’; through the desired actions, promoted throughout the entire report. As such, the ‘*integrated delivery to ITE*’ framing of ITE is a key characteristic of the documents’ promotional character. The Commonwealth Government’s response to this key area of ‘*integrated delivery to ITE*’ is revealed through the AITSL official documents, from 2015; in a way that connects with AITSL’s own *policy; efficiency; standards; accountability*, and *market-driven* discourses. These discourses are first referred to in (Table 5.7).

Through critical analysis, the researcher’s interpretation of this report identified the nature of language in-line to the AITSL *ITE initiatives*; thus, identifying the text as persuasive, in nature, lacking the regular authoritarian tone often found in the AITSL *ITE initiatives*; however, still drawing upon the assertive language used by AITSL. Additionally, the structural features enhanced the persuasive characteristics of the text. Short and succinct sentence structures, under bold headings and sub-headings, enabled ease of reference and assisted in the re-articulation of deemed key points by the authors.

Key directions were structurally arranged around the report’s 38 recommendations, using assertive *linguistic*, and at times *rhetorical*, statements rather than relying upon government imposed requirements. Recommendations inclusive of the practicum were:

Recommendation 6: Initial accreditation of programs **requires higher education providers to demonstrate** that their programs have evidence-based pedagogical approaches, effective integration of professional experience, rigorous and iterative assessment of pre-service teachers throughout their education, and final assessments that ensure pre-service teachers are classroom ready. Higher education providers provide a set of measures that assess the effectiveness of their programs in achieving successful graduate outcomes (Teacher Education Ministerial Advisory Group (TEMAG), 2014, p. xiv);

Recommendation 19: Higher education providers **deliver integrated and structured professional experience** throughout initial teacher education programs through formalised partnership agreements with schools (TEMAG, 2014, p. xv);

Recommendation 22: Higher education providers **ensure staff delivering initial teacher education are appropriately qualified**, with a proportion having contemporary school teaching experience (TEMAG, 2014, p. xv);

Recommendation 23: **Systems/schools required to use the Australian Professional Standards for Teachers** in identifying highly skilled teachers to supervise professional experience, and work with higher education providers to ensure rigorous, iterative and agreed assessment of pre-service teachers. The Australian Institute for Teaching and School Leadership develop guidelines to **ensure supervising teachers have the skills required** to be effective in the role (TEMAG, 2014, p. xvi).

Hence, a key direction inclusive of the practicum was:

4. An integrated system: Higher education providers, school systems and schools working together to achieve strong graduate and student outcomes. Partnerships **ensuring initial teacher education meets the needs of employers and schools**. Professional experience integrated with provider-based learning (TEMAG, 2014, p. x).

Through critical analysis, additional examples highlighting the assertive yet considerate and somewhat consultative language, inclusive of reference to the practicum were:

**We have concluded that the single most important action to be pursued** is the integrated delivery of initial teacher education. This can be achieved through close partnerships between providers, school systems and schools, and underpins improvement to all aspects of the preparation of teachers (TEMAG, 2014, no page number);

**There needs to be greater assurance** that all initial teacher education programs are being rigorously assessed to guarantee the quality of graduates. The design and delivery of initial teacher education

programs **must be based on** solid research and best practice. **Ongoing monitoring and examination of the impact of programs on teacher capability and effectiveness is essential to continuous improvement and quality assurance. Programs that do not produce effective teachers should not continue to operate** (TEMAG, 2014, p. xii);

**There is significant evidence of system failure** in this context (TEMAG, 2014, p. xii);

Professional experience placements **must provide real opportunities** for pre-service teachers to integrate theory and practice (TEMAG, 2014, p. xiii);

**These partnerships will set criteria** for professional experience across a range of classroom situations, and include mentoring and support for pre-service teachers to continually reflect on their own practice (TEMAG, 2014, p. xiii);

The quality of professional experience **is limited by a lack of integration** of theory and practice, and by a lack of integration of the work of providers and schools (TEMAG, 2014, p. xviii);

**This echoes the concern** about the weak link between theory and professional experience identified in the 2007 Top of the Class report (TEMAG, 2014, p. 25);

However, **it is clear** that providers, schools and school systems are not working effectively together in the delivery of professional experience, and that not all programs are providing new teachers with the practical skills they need to be effective teachers (TEMAG, 2014, p. 15);

Professional experience **provides a critical link** for integrating theory and practice (TEMAG, 2014, p. 22);

The relationships between higher education providers and schools **are not considered adequate to manage** the complexities of professional experience or to effectively integrate professional experience with course work and theory (TEMAG, 2014, p. 22);

Some providers are **very strong at delivering** high-quality professional experience but there is **also a very significant tail of poor provision** (TEMAG, 2014, p. 23).

The above examples all contributing to the Advisory Group unanimously agreeing to seven “key findings of fact” (TEMAG, 2014, p. xii):

Insufficient integration of teacher education providers with schools and systems—Providers, school systems and schools are not effectively working together in the development of new teachers. **This is particularly evident** in the professional experience component of

initial teacher education, **which is critical** for the translation of theory into practice (TEMAG, 2014, p. xi).

Within each selected above extract, text has been placed in bold to highlight *linguistic* features and *rhetorical amplification* and *enumeratio* devices (the latter, underlined) that support assertive statements and the construct of '*integrated delivery to ITE*'. Additionally, key words such as: *action*; *greater assurance*; *ongoing monitoring*; *manage*, and *delivering*, are regularly used across the TEMAG (2014) report and contribute to the discourses aligned to business paradigms but lack the sharp authoritative tone of command.

Furthermore, as stipulated within the AITSL *ITE initiatives*' discussion, the textual layout across the TEMAG report supports such paradigms; paragraphs are constructed with short, simple, and concise sentence structures, and an active voice is presented in the text. However, in contrast to the AITSL *ITE initiatives*, agents-of-action were not always readily identifiable in the TEMAG (2014) report. Often, referral to stakeholders (used 50 times throughout the report) was stipulated, but stakeholder identity was not always clear. Examples are:

**Stakeholders** called for greater rigour, transparency and consistency in the accreditation process (TEMAG, 2014, p. xviii);

**Stakeholders** advocated for strengthened assessment of pre-service teachers to establish readiness for the profession (TEMAG, 2014, p. xix);

**Stakeholders** report that data collected through current teacher registration processes and requirements could be shared to better support workforce planning and teacher mobility (TEMAG, 2014, p. xix);

Despite the acknowledged importance of professional experience, almost all **stakeholders** highlighted concerns about this component of current teacher education programs (TEMAG, 2014, p. 22);

**Stakeholders** suggested that assessment of professional experience should be nationally consistent to ensure all graduates meet the Professional Standards (TEMAG, 2014, p. 30).

Upon critical analysis, the researcher's interpretation considered that the use of the noun *stakeholder* obscured stakeholders, themselves. The generalised use of the noun can be considered to provide a means of expressing generalised feedback in order to reinforce and support overarching aims of integrated delivery, efficiency, and standardised approaches and



in turn, contribute to government increased control upon ITE or as not wanting to be too specific in order to avoid drawing attention to specific groups and attract some form of retribution.

Furthermore, it is interesting to note that many references to in-text statements were linked to AITSL or academics and organisations with direct links to AITSL and/or government. For such an overarching and influential report, it can be considered that the stakeholder submissions were not considerable in number (170 submissions in total) nor representational of the many different educational contexts within Australia. For instance, Tasmania alone, was only explicitly represented twice in the acknowledgements; four times in the appendices, and not at all in the body of the report, despite the Department of Education (Tasmania) and Faculty of Education, University of Tasmania making submissions. However, NSW is considerably represented in the report and SA is also represented, yet not as frequently as the larger NSW state.

Hence, the approach to the report was general and nation-wide, without paying much attention to state differences. This approach could be considered expected due to the fact that the Minister of Education, Hon Christopher Pyne MP, appointed the TEMAG Advisory Group in order to make recommendations for ITE in Australia (TEMAG, 2014, no page number). As such, the directive for this report came from the Commonwealth Government; a body seeking greater control over ITE and a more efficient and financially beneficial way to maximise productivity throughout Australia, through the teaching profession. This approach can be considered consistent with business paradigms which usually impose one solution on all subsidiaries, regardless of context and in accordance with the Commonwealth's claim of increased control over ITE.

Within this considered context, common *linguistic* grammatical features also contributed to the structural aspects and the delivery of information within the TEMAG (2014) report. For instance, *pronouns* such as *we*, *they*, and *these* were regularly used throughout the report; *we*, commonly referring to the TEMAG Advisory Group and stakeholders; *they*, often referring to ITE students, teachers, the standards and procedures, education programs, the providers, and *these*, at times referring to areas of poor practice and public processes. Examples are:

**We** received more than 170 submissions and met with a number of representatives (TEMAG, 2014, no page number);

There is a unanimous view that **we** want the best people to go into initial teacher education (TEMAG, 2014, p. xiii);

**They** deserve the very best preparation so that **they** can be successful from their first day in the classroom (TEMAG, 2014, no page number);

There are mixed views on what teachers need to know, how **they** should teach, and how best to integrate theory and practice to have a measurable impact on student learning (TEMAG, 2014, p. xi);

However, **they** are not being effectively applied and implementation timeframes are too slow (TEMAG, 2014, p. xi);

Not all initial teacher education programs are equipping graduates with the content knowledge, evidence-based teaching strategies and skills **they** need to respond to different student learning needs (TEMAG, 2014, p. xi);

Disturbingly, there are also significant pockets of objectively poor practice, and **these** must be addressed decisively (TEMAG, 2014, p. xi);

Providers will be required to publish their selection processes for all initial teacher education programs to justify that **they** are selecting those best suited to the teaching profession on an appropriate basis. Students and future employers will have greater confidence in providers if **these** public processes are transparent (TEMAG, 2014, p. xiii);

In reference to the above examples, the use of *pronouns* in the report were often treated differently to those in the AITSL *ITE initiatives*. As such, through critical analysis, the researcher considered that the application of the *pronouns* in the TEMAG report described ITE issues within a broader descriptive context, inclusive of stakeholder input, that assisted in placing emphasis on the aims and benefits of a nationally integrated delivery of ITE.

This claim is further supported through the report's use of *adjectives*; informing the reader about ITE judgements. Relevant examples of *adjectives* can be readily found throughout the report.

**Effective** induction is **critical** to successful transition into classroom teaching practice. It includes structured mentoring, observation and feedback (TEMAG, 2014, p. xix);

In contrast, the methodology used to select students in Australia is **inconsistent** and **not transparent** (TEMAG, 2014, p. 13);

Professional experience placements are **crucial** to the development of new teachers (TEMAG, 2014, p. 15);

Professional experience provides a **critical** link for integrating theory and practice (TEMAG, 2014, p. 22);

Systems/schools be required to use the Australian Professional Standards for Teachers in identifying highly skilled teachers to supervise professional experience, and work with higher education

providers to ensure **rigorous, iterative** and **agreed** assessment of pre-service teachers. The Australian Institute for Teaching and School Leadership develop guidelines to ensure supervising teachers have the skills required to be **effective** in the role (TEMAG, 2014, p. 27).

The above statements attempt to explain and justify why particular action is needed rather than being mandated by AITSL's authority as the Minister's operative. Additionally, the use of *adjectives* provided a linguistic tool in which to assert judgements on ITE, inclusive of the practicum. Furthermore, commonly used *main and auxiliary verbs* contributed towards judgements, also inclusive of the ITE practicum, especially when linked to adjectives like *essential*. Examples are:

Professional experience **may** include internships, observations, supervised practicum or community placements, all of which **should** be designed to provide an opportunity to apply acquired knowledge to real-life teaching situations (TEMAG, 2014, p. 22);

This means they **must** be classroom ready upon entry to the profession (TEMAG, 2014, p. 29);

For this system to provide sufficient assurance of classroom readiness, providers **must** conduct rigorous assessment of pre-service teachers against the Professional Standards (TEMAG, 2014, p. 29);

This **will** include the establishment of a small number of specialist professional experience schools (TEMAG, 2014, p. 26);

The Advisory Group heard that recent practice has shown technological approaches will not replace experiences in the classroom but **can** complement face-to-face professional experience (TEMAG, 2014, p. 23);

The Advisory Group has **reached** unanimous agreement in making the following key findings of fact (TEMAG, 2014, p. xi);

Participation of the profession will be **essential** in **embedding** the reforms necessary to deliver high-quality teaching (TEMAG, 2014, p. 49);

Ongoing **monitoring** and examination of the impact of programs on teacher capability and effectiveness is **essential** to continuous improvement and quality assurance (TEMAG, 2014, p. xii).

In-line with the AITSL documents, these sentences collectively provided examples of assertive and authoritarian language that also included *evidentialities* and *modalities*. Sentences, inclusive of the words *will* and *of fact* suggest factuality and words such as *essential*, *must*, and

*should* contribute to phrasing that creates a sense of urgency. For the same reasons, stipulated in the AITSL documentation discussion, response to public criticism and lack of confidence in ITE can be considered motivators for the *linguistic* and *rhetorical* tools that aim to convince the reader of the need for these improvements.

*State ITE initiatives:* So too, did the NSW, SA, and TAS official documents call upon *linguistic* and *rhetorical* tools in order to meet state legislative requirements and Commonwealth Government expectations and directions, through the TEMAG report and AITSL.

Commencing with the NSW *official documents*, the researcher considered the language associated with these documents. The language provided insight into *discourse-driven* change; a descriptor used in reference to social change by Fairclough (2001). Associated with this expression, is an emphasis on the value of language in social life, with “more conscious attempts to shape it and control it to meet institutional or organizational objectives” (Taylor, 2007, p. 434).

With this in mind, the researcher’s interpretation (through critical analysis) deemed that the NSW *official documents* also belonged to a *genre-chain*; however, within a somewhat different social context to that of AITSL. At the time of development, the State Minister for Education, (Hon Adrian Piccoli MP) superseded the Commonwealth recommendations from TEMAG and ran with the State’s own recommendations through the GTIL (2013) Blueprint.

Arising from this blueprint, different types of state *official documents* were created, previously referred to in 3.9. These documents take the form of: a *framework* (BOSTES, 2014a); a *review* (BOSTES, 2014b); *policies* (BOSTES, 2014d; NESA, 2017b), and *reports* (BOSTES, 2014c; BOSTES, 2016; NESA, 2017a); all forming important components of a *genre-chain*.

Key extracts from each *genre-chain* source were chosen by the researcher, through critical analysis. Combined, it is considered by the researcher that these NSW *official documents* could constitute a stand-alone research study, in itself. As such, within this thesis, the aim was to draw-out relevant and poignant statements that contributed towards illustrating the connection between language and discourse, in light of the current research study topic and guiding questions.

The NSW *official documents* are structured in such a way that a construct of ‘*consolidation to improvement*’ is identified across the texts. As such, a central issue is provided in terms of the “consolidation and improvement of teaching and learning” (Alegounarias, Bruniges, Lee,

2013); a notable variation from AITSL's construct of '*improvement to solution*', where the word *consolidation* is not referred to or implied, at all.

However, with this in mind, it is important to note here that the TEMAG (2014) report; AITSL consultation report (AITSL, 2010); ITE data reports (AITSL, 2013; AITSL 2014; AITSL, 2015a; AITSL, 2016b; AITSL 2017); standards and procedures (AITSL, 2015b), and guideline document (AITSL, 2016a) recommendations were supported up to a point by NSW but the state acted and re-interpreted them according to their own contextual needs.

Through critical analysis, the chosen NSW *official documents* are constructed through a series of assertive statements, but all justified by reference to research or other reasons which are given in some detail. Key representational examples that provide 'a flavour' to the overall documentation, inclusive of the practicum, are:

The Institute **will implement an annual process to examine** ITE programs in agreed targeted areas, producing an annual public report to the Minister (BOSTES, 2013, p. 9).

Specialist professional experience schools **will showcase high quality professional placement practice...They will be required to demonstrate** whole school commitment to the collective examination of teaching practice and ongoing professional learning around outstanding teaching practice in association with the preparation of teachers (Bruniges, Lee, Alegounarias, 2013, p. 10);

Research has shown that high-quality professional experience is underpinned by the following principles and practices: a well-structured and well-resourced professional experience program is a vital component of initial teacher education [and] fair and ethical practice is predicated on effective information and communication, clear expectations and sound professional judgement [and] a high-quality professional experience program is dependent on the professional commitment and collaborative efforts of a range of staff in initial teacher education providers and in schools (BOSTES, 2014a, p. 2);

**All courses are reviewed every five years** in a process led by course directors... aligned to accreditation requirements (BOSTES, 2014a, p. 43);

schools and school systems **have a right to determine the basis upon** which they provide and support professional experience placements in the interests of their schools and of the quality of the profession (BOSTES, 2014a, p. 3);

**Responsibilities of the tertiary supervisor include:**... contributing to the teacher education student's professional learning during the

professional experience placement by modelling quality teaching and learning practice including a knowledge of: the subject content to be taught and how students learn; effective planning, programming and student assessment; and effective interpersonal and communication skills (BOSTES, 2014a, p. 13);

**This study will assess** the general quality of this mode of teacher preparation, the extent of professional experience demands on NSW schools from online students from interstate initial teacher education providers and the quality of the arrangements governing such school placements (BOSTES, 2014b, p. 5);

**Plans to address** the issues relating to professional experience **are currently being made** at provider and state level (BOSTES, 2014b, p. 6);

Teachers supervising professional experience placements **will be required to undertake** professional learning (BOSTES, 2014c, p. 6);

Assessment of professional experience **will be rigorous and consistent** across teacher education programs (BOSTES, 2014c, p. 7);

**Approval of an initial teacher education program is based on an assessment** that the program's structure, curriculum content, assessment and professional experience components enable graduates to meet the professional teaching standards as approved by the Minister (BOSTES, 2014d, p. 6);

Learning outcomes for professional placement units **require pre-service teachers to demonstrate** knowledge of good assessment practice in the classroom (BOSTES, 2016, p. 9);

NESA, in conjunction with employing authorities and ITE providers, **will identify exemplar materials that can be used** by teacher education students during their professional experience placements focusing on digital literacy best practice (NESA, 2017a, p. 26);

**Professional experience in schools must be the central activity** of any initial teacher education professional experience program (NESA, 2017b, p. 2);

**A well-structured professional experience program is a vital component** of all initial teacher education programs (NESA, 2017b, p. 3).

The above highlighted text contributes to the assertive nature of the statements. Additionally, the short, concise, and interrelated sentences contributed to establishing a *genre-chain*, inclusive of language commonly found in business styled writing. However, the style of writing carries across differently to that of AITSL. The NSW *official documents'* language is more

open-minded and inclusive in nature (with exception of the BOSTES, 2014d, *Policy and Procedures*); providing options for partnerships, inclusive of Commonwealth involvement. Common *linguistic* and *rhetorical* tools that support this claim include language that is *suggestive in nature* and/or *raises ideas for consideration*. Words that contributed to this approach were: *negotiate*; *partnerships*; *ask*; *consider*; *could include*; *for example*; *foster*; *from all perspectives*; *who choose*; *able to add*; *are not constrained*; *can bridge*; *to support*; *to be negotiated*; *acknowledges*; *recognises*; *community of practice*; *may include*; *informal conversations*; *their own*, and *waiver*; placed in bold font, below. Furthermore, *rhetorical* devices were utilised, involving the use of *amplification* and *enumeratio*; underlined for ease-of-reference, in the below examples.

The NSW Government will **negotiate** with the Commonwealth the goal of stronger **partnerships** among universities and school authorities to improve the quality of the professional experience placement, and **ask** that the Commonwealth **consider** including explicit requirements for improving the professional experience in the Commonwealth's funding agreements with universities. This **could include, for example**, a condition in the Commonwealth's funding agreement that requires ITE providers to have in place agreements or processes with schools and school authorities to assure the number of professional experience places before they make any offers to teacher education entrants (Alegounarias, Bruniges, Lee, 2013, p. 10);

These roles or responsibilities **could include** the supervision of professional experience placements for pre-service teachers and the mentoring of early career teachers (Alegounarias, Bruniges, Lee, 2013, p. 19);

**foster** consistent and coordinated structures, processes and protocols to guide the quality of professional experience **from all perspectives** (BOSTES, 2014a, p. 2);

Providers and schools **who choose** to work within this framework will enter into agreements or arrangements that clearly articulate how schools, school systems and providers are going to meet the principles, practices and core commitments underpinning this framework (BOSTES, 2014a, p. 3);

Providers and schools **are able to add additional dimensions** to the roles and responsibilities of staff involved in supporting the professional experience program (BOSTES, 2014a, p. 18);

providers **are not constrained** in elaborating their own particular emphases, institutional graduate attributes or philosophical dimensions that they see as important and view to be a significant aspect of the assessment of teacher education students undertaking professional experience in schools (BOSTES, 2014a, p. 18);

Technology options for bridging the divide... the integration of technology into professional experience **can bridge** the communication gap between providers and schools, between teacher educators and schools, and between teacher educators and their students. Both synchronous and asynchronous communication can be used **to support** relationships (eg email, phone, Skype) and for direct professional experience supervision (BOSTES, 2014b, p. 30);

The DEC is developing a template for professional experience agreements **to be negotiated** between the DEC and ITE providers in 2015 (BOSTES, 2014c, p. 6);

The report **acknowledges** that learning to become a teacher is a complex process with interactions between personal experience, learning from initial teacher education programs, and practical and professional experience. In this regard the report **recognises** the critical importance of the **community of practice** that teachers in training enter into during professional experience and in their initial years of teaching (BOSTES, 2016, p. 4);

ITE providers show that these accreditation requirements are met by reference to specific examples in their program. Examples **may include** relevant topics covered in one or more units, student learning outcomes, course readings and materials or assessments (NESA, 2017a, p. 16);

This in turn will require some re-thinking over time of the presentation and delivery of ICT units as both stand alone and integrated within ITE programs. In **informal conversations** as part of the research for this report, providers revealed that they were already progressing towards this position in **their own** future planning (NESA, 2017a, p. 31);

A **waiver** of the... minimum professional experience requirements **may** be granted by NESA in relation to innovative program models that are strategic in nature and/or designed to address systemic, high priority teacher workforce needs and that involve, for example, employment-based arrangements or innovative approaches to professional experience (NESA, 2017b, p. 9).

Furthermore, the NSW consultation processes were more rigorous than the TEMAG report; interestingly, a report commonly referred to by the Commonwealth Government and AITSL. As previously stated, 170 submissions were referred to in the TEMAG report; significantly less than the number in the NSW GTIL consultation feedback. Over a period of three months, the GTIL discussion paper had 2,800 people contribute to an online forum, 98 submissions, and 577 comments posted on the website (“NSW Government”, 2013). As such, it can be considered that the NSW BOSTES/NESA approaches were considerably more inclusive than the Commonwealth Government led initiatives.



This claim is further supported through the use of *adjectives*; informing the reader about the judgements that the documents passed on to ITE. These judgements remained inclusive of provider and school communities. Relevant examples of *adjective* use can be readily found across the NSW documents. Commonly used words that contributed to this approach were: *better*; *critical*; *crucial*; *agreed*; *common*; *informed*; *current*; *rigorous*, and *appropriate*. Additionally, included amongst the below examples, *rhetorical* devices are underlined. The devices entail making a particular point through the use *enumeratio* and *amplification*, in order to reinforce a point of thought. Examples are:

We look forward to supporting you in implementing these actions, so that NSW becomes the place recognised nationally and internationally for its work in support of the teaching profession, leading to **better** outcomes for all NSW students (Alegounarias, Bruniges, Lee, 2013, p. 3);

Professional experience is a **critical** aspect of initial teacher education and provides a **crucial** opportunity for initial teacher education providers and schools to work together to share knowledge, expertise and passion for teaching in order to prepare the next generation of teachers (BOSTES, 2014a, p. 2);

Initial teacher education providers incorporate in professional experience handbooks **agreed common** elements of professional experience documentation to assist schools and support consistency (BOSTES, 2014a, p. 7);

Responding to extensive community feedback about teaching quality, the plan includes actions to: **better** understand and share what makes an excellent teacher (BOSTES, 2014b, p. 4);

Teachers will be **better** prepared to engage with parents and the school community (BOSTES, 2014c, p. 5);

To ensure **informed** advice is provided to the QTC the ITEC comprises members with particular expertise, with regard to a balance of interest, including... at least five representatives of the NSW Council of Deans of Education; Board of Studies, Teaching and Educational Standards Policy and Procedures for the Accreditation of Initial Teacher Education Programs in NSW; at least three practising teachers with an understanding of initial teacher education including professional experience, ensuring a breadth of representation; for example, primary, secondary, government and non-government, rural and socio-economic status; a representative of a teacher employer; the Director responsible for Initial Teacher Education or other officer of BOSTES, as executive officer. At least one member of the ITEC will be an Aboriginal or Torres Strait Islander (BOSTES, 2014d, pp. 9-10);

the report recognises the **critical** importance of the community of practice that teachers in training enter into during professional experience and in their initial years of teaching (BOSTES, 2016, p. 4);

NESA, in consultation with ITE providers and employing authorities, will review **current** ITE requirements in ICT to identify how the broader concept of digital literacy can be incorporated (NESA, 2017a, p. 8);

In preparation of this report an expert panel of educators was convened. It comprised of the NESA review team..., ICT education representatives from each of the schooling sectors, the NSW Council of Deans of Education, the Office of the Chief Scientist, experienced ICT teachers and ITE representatives... The expert panel formed a **crucial** element of the review by providing educational expertise to develop recommendations that improve and enhance ITE programs in the area of ICT instruction (NESA, 2017a, p. 10);

A teacher's **current** employment in a NSW school may represent one or more of the scheduled professional experience placements, other than the final placement. In this case, providers and schools/employers should collaboratively develop sensible, localised arrangements for the rigorous supervision, support and assessment of the teachers with a focus on ensuring their **appropriate** development (NESA, 2017b, p. 9);

Where providers are viewing the teacher's current employment in a NSW school as representing one or more of the scheduled professional experience placements in a program, other than the final placement, providers should establish with the school sensible, localised arrangements for the rigorous supervision, support and assessment of the teachers (NESA, 2017b, p. 10).

So too, *main and auxiliary verbs* were commonly used in the NSW *official documents*; in such a way that they reinforced the assertive, yet inclusive, linguistic features of the official documents. Below, *main and auxiliary verb examples*, are placed in bold font, within sentence structures. In conjunction, *enumeratio* was also used. Examples are:

Teachers accredited since October 2004 **must** also undertake 100 hours of professional learning over every five year period. Half of this **must** come from professional learning providers that have been endorsed by the Institute (Alegounarias, Bruniges, Lee, 2013, p. 19);

ensure that teacher education students **are** aware of the procedures for the allocation of placements, the requirement for placements to be locked-in ahead of time and that schools may decline direct approaches by teacher education students for a placement (BOSTES, 2014a, p. 7);

Support teams including technology, design and multimedia personnel **must** be available (BOSTES, 2014b, p. 16);

Providers have established enduring school partnerships to deliver their programs, particularly the professional experience component. Details of the way in which the partnership **should** work **must** be described to regulating authorities (BOSTES, 2014b, p. 17);

Data sharing protocols between the DEC, BOSTES and ITE providers **are** being developed. These protocols will lead to better sharing of data, and **will** inform future reports on ITE and the NSW teaching profession (BOSTES, 2014c, p. 8);

The Accreditation Panel **may** undertake a site visit to the provider, to consult with relevant staff of the provider and others (BOSTES, 2014d, p. 7);

Beginning teachers need to be able to match student responses to the standards framework using the syllabus objectives and outcomes and annotated work samples either from the BOSTES Assessment Resource Centre or samples developed by the school... There are many suitable models that schools **may** consider appropriate in supporting teacher judgement (BOSTES, 2016, p. 30);

The panel agreed that ITE providers must avoid teaching specific skills that **may** be out of date by the time ITE graduates began their teaching careers (NESA, 2017a, p. 10);

All professional experience reports **must** be based on or reflect the Graduate Teacher Standards (but **may** also include other institution-specific criteria) and should reflect a developmental approach to the assessment of the teacher education student's skills and knowledge (NESA, 2017b, p. 5).

The above NSW *official document* statements provide examples of assertive language; yet, can be considered to successfully incorporate inclusivity with partnerships. Use of stylistic features, inclusive of *evidentialities* and *modalities* (commonly found in business writing) are evident across the *official documents* but are generally treated differently from the AITSL *official documentation*. For instance, across the NSW documentation there are considerations of partnership(s) and collaborative approaches amongst information presented as fact. Additionally, turns-of-phrase articulating a sense of urgency, or required action, commonly do so in a somewhat flexible manner, at times offering open-ended choice to providers (e.g. the last statement, above), while also acknowledging Government requirements.

As such, statements can be considered to be naturalised within a 'common sense' approach. In other words, there are national requirements that now need to be met but there are ways in which this can be achieved in a collective and collegiate manner. Therefore, a balance 'of sorts'

can be considered; one in which *policy, efficiency, standards, accountability, and market-driven* discourses are at play, but, within a NSW learning community context that has happened to have been working with professional teaching standards since 1 October 2004 (“Independent Education Union of Australia NSW/ACT Branch (IEU)”, n.d., para. 1); Standards, considerably mirrored by AITSL.

However, the AITSL Standards differed. The Standards of Professional Practice discussion paper (2000) recommendations were not taken up by AITSL. Recommendations that standards should be “described in continuous prose” (Mackay, Brock, Cumming, Fitzgerald, Geiger, Parry, Rourke, & Wright, 2000, p. 10) and “lists of individual ‘behaviourist’ or ‘check list’ outcomes” (Mackay, et al., 2000, p. 10) should not occur, were ignored. Instead, the AITSL Standards called upon numbered descriptors across different career stages, resulting in well-over one hundred outcomes, across three domains pertaining to professional knowledge, practice, and engagement.

It is within this setting that the TRB SA and TRB TAS function, where comparative *linguistic* features can also be identified in the TRB SA (2018) and TRB TAS (2017) policy documents. Both documents focus upon the construct of ‘*collaborate to promote*’, and sit within *policy, efficiency, standards, accountability, and market-driven* discourses; all aligned to business paradigms.

Through critical analysis, the researcher’s interpretation of the policies identified the style of the language to be plain in nature, in present tense, and have simple, short, and concise sentence structures. Additionally, the researcher identified that the most important part of the sentence/paragraph was at the beginning of each sentence, in an active voice; characteristics appropriately in-line with policy writing.

Additionally, the structural features enhanced policy characteristics. Short and succinct sentence structures were regularly positioned under bold headings and sub-headings; an approach that enabled ease of reference and assisted in the re-articulation of deemed key points. Both policy documents are structurally arranged around registration requirements, using formal and assertive *linguistic* statements, in-line with a policy writing style and inclusive of practicum considerations that incorporate the construct of *collaborate to promote*. Examples are:

The Board, in the public interest, **regulates and promotes** the teaching profession in South Australia. **It is a function of the Board to promote the Teaching Profession and Australian Professional Standards for Teachers** (TRB SA, 2018, p. 1);

**This policy statement sets out the overarching policy** of the Teachers Registration Board of South Australia (the Board) **in performing its function to confer and collaborate with Higher Education Providers** with respect to the appropriateness for registration purposes of teacher education courses **pursuant** to s6 (c) of the Teachers Registration and Standards Act 2004 (the Act) (TRB SA, 2018, p. 1);

Section 6A of the Teachers Registration Act 2000 lists the **functions** of the Teachers Registration Board of Tasmania as including: **To promote the teaching profession** (TRB TAS, 2017, p. 2);

In order to the following **functions: promote the teaching profession; develop and improve teaching standards;** the Board, in conjunction with its **stakeholder groups**, has identified four **key strategies** (TRB TAS, 2017, p. 2).

Within each selected above extract, text has been placed in bold to highlight *linguistic* features that support assertive statements and the construct of *collaborate to promote*. In addition, key words such as: *regulates; promotes; pursuant; functions; stakeholder group*, and *key strategies* (highlighted in bold font), are commonly used to contribute to *policy; standards*, and *accountability* discourses, aligned to business paradigms.

Furthermore, the textual layout across the policy documents supports such paradigms; multiple headings throughout the documents; hyperlinks to official documents, and numbering/dot point statements all align to business paradigms through the use of *linguistic* as well as *amplification* and *enumeration rhetorical* tools. A screenshot of policy document sections, provides two relevant examples:

Figure 5. 2 Screenshot of document layout: Example 1

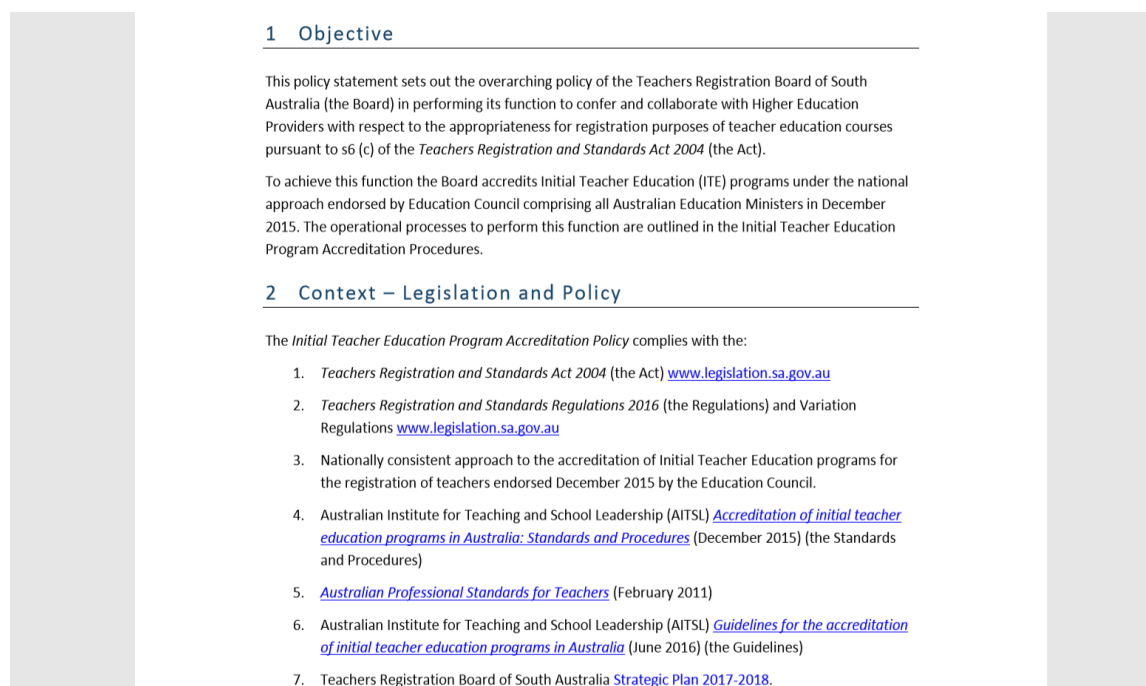


Figure 5. 3 Screenshot of document layout: Example 2

	and will be provided for in the Teachers Registration Regulations.	
<b>Assessment and approval of initial teacher education courses</b>	<p>The Board will undertake an assessment of initial teacher education courses offered by and through the University of Tasmania and approve those who meet the required standard.</p> <p>Students who graduate from approved courses and who have met all entry and graduation requirements specified as part of the approval process, will be deemed to meet the Board's qualification requirements for registration.</p> <p>The Board's approval process will be the accreditation process contained in <a href="#">The Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures</a> and associated documentation.</p>	<p>To promote the teaching profession and develop and improve teaching standards by:</p> <ul style="list-style-type: none"> <li>• Setting and maintaining the qualification standards for the teaching profession in Tasmania.</li> <li>• Highlighting to individuals who are training to be teachers the qualification standards required to be a registered teacher.</li> <li>• Requiring these individuals to meet these standards before formally interacting with students in an education setting.</li> </ul>

Also, agents-of-action (Taylor, 2007) are identified throughout, adding to the assertive tone of the policy documents. Despite the policies stemming from state jurisdictions, a national bottom-

line can be considered present, with regular reference to national accreditation documentation from AITSL, on behalf of the Commonwealth Government. This required referral to documentation from government can be considered consistent with business paradigms and in accordance with the Commonwealth's claim of increased control over ITE and the states reliance on Commonwealth funding in this regard.

Within this considered context, common *linguistic* grammatical features also contributed to the structural aspects and the delivery of information within the SA and TAS TRB policies. For instance, *pronouns* were not commonly used in the policy documents but when used, they were easily identifiable with the agents-of-action (Taylor, 2007); a commonality with the NSW official documents and rarely found in the impersonal commands of AITSL. Examples are:

The national accreditation system for ITE programs has three integrated elements: the Standards and Procedures, which sets out a nationally consistent process to accredit programs, including the establishment and composition of accreditation panels, assessment of programs by **these** panels, reporting accreditation decisions, and mechanisms for achieving national consistency (TRB SA, 2018, p. 2);

To ensure **they** maintain their expertise, trained panellists who have not participated in an accreditation panel in their two-year period will no longer be considered for panels unless there are exceptional circumstances (TRB SA, 2018, p. 4);

In addition to **these** key strategies the Board undertakes a range of ongoing activities to support the promotion of the teaching profession and the development and improvement of teaching standards. **These** include, but are not limited to: promotion of and publication of information on the Australian Professional Teaching Standards; workshops and information sessions on the Australian Professional Teaching Standards, evidencing of teacher capacity against the Standards and assessing teacher capacity against the Standards (TRB, TAS, 2017, p. 2).

*Pronouns* such as *these* and *they* were regularly associated with a noun within the same sentence and/or paragraph; *these*, used in association with accreditation panels and key strategies; *they*, associated with the provider and trained panellists. Therefore, the application of the *pronouns* assisted in explicitly describing content, directing how specific agents need to act; placing emphasis on formal *collaborations* and the *promotion* of the teaching profession.

This latter claim is further supported through the policies use of *adjectives*; informing the reader about judgements, through *collaborative* decision making with higher education providers, involving a level of open-mindedness and choice. Such approaches can be considered to

*promote* the teaching profession further, particularly when options are also considered for international practicums. Sentences articulating open-mindedness and choice, inclusive of *adjective* use, are highlighted in bold and the *adjectives* within the sentences are placed in italics. Examples are:

The Registrar will determine if the proposed change substantially affects the program and, if so, does the Board wish to ask the provider to re-submit the amended program for accreditation...**A proposed program change could include, but is not *limited to*, changes to:... professional experience, including professional experience undertaken overseas in accordance with this policy** (TRB SA, 2018, p. 4);

**The Board has approved that overseas teaching practice placements can be accepted as part of an accredited ITE program provided that:... there should be only one professional experience placement in an overseas school or education setting with a maximum of 20 days duration;... it is not the final major teaching placement** (TRB SA, 2018, p. 5);

**The approval to change an existing accredited program and approval to undertake overseas placement would need to be in the form of a written request to the Board which would contain copies of the formal partnerships** between the provider and the school/settings where the practice will take place (TRB SA, 2018, p. 5).

Overall, all the TRB text referred to examples of assertive language that also included *evidentialities* and *modalities*. Sentences, inclusive of the words *need and will* were suggestive of fact; words such as *should* and *ensure* contributed to phrasing that created a sense of urgency; a *linguistic* tool often used in *official documentation*, supported by analysis within this research study.

Furthermore, from the analysis, *linguistic* and *rhetorical* tools served to address and comply with the national approach to ITE accreditation. Repetition of regulatory requirements (*amplification*) and detailed points of information (*enumeratio*) at times reinforced the policy writing style of the documents, aligned to discourses associated with business paradigms.

Within this context of legislation and policy, program approval processes in each state jurisdiction clearly had to meet the nationally consistent approaches for ITE program accreditation. Reference to the Australian Professional Standards for Teachers (2011); AITSL Standards and Procedures (2015), and Guidelines for the Accreditation of ITE Programs in Australia (2016), initiatives led by the Commonwealth Government through AITSL, support



this view and can be considered to provide another example of the determination of Commonwealth to nationally control ITE.

Yet, the national approach continues to be debated amongst academics. AITSL itself, acknowledges there is ongoing debate (AITSL, 2015b). This recognition also transpired through the *in-depth interview transcripts* and *academics' published views*, pertaining to this research study. It is here, that analysis of these sources will be discussed in detail; commencing with the in-depth interviews.

#### 5.2.5.2 *In-depth interview language*

It is important to recognise, from the outset, that vocal expression adds meaning to language. Therefore, it is readily acknowledged that an *in-depth interview* transcript will always lack qualities associated with oral language, such as intonation and tonality. With this in mind, it was extremely important to the researcher (interviewer) to repeatedly listen to the *in-depth interview* recordings. Such action, enabled the researcher to check and re-check that the transcript properly represented what was *actually being said* in the audio recordings. Mero-Jaffe (2011) supports this approach and defines a naturalised transcription as:

a detailed and less filtered transcription. It is as detailed as possible and focuses on the details of the discourse, such as breaks in speech, laughter, mumbling, involuntary sounds, gestures, body language, etc. as well as content (Mero-Jaffe, 2011, p. 232).

Therefore, to ensure the credibility and dependability of the transcript, and in turn the quality of the research study, it was important that the researcher put into place measures to “ensure the trustworthiness of the transcripts” (Mero-Jaffe, 2011, p. 234). As such, participants were invited to read their individual transcripts. Additionally, the researcher felt it polite to provide them with the interview transcripts, and in turn this action provided an opportunity for each participant to raise suggestions and provide further information. Page, Samson, and Crockett (2000) support this approach and the final outcome was high-quality transcriptions that accurately represented each participant’s voice; the integrity of each transcript was considered maintained.

It was from the transcription process that main considerations about Commonwealth Government involvement in ITE arose; re-enforced by the tonal expression and body language of the participants which were noted and recorded by the researcher. Furthermore, it became apparent that several discourses were at play, across the interviews; these were: *policy*;

*standards; accountability; political, and teacher-quality* discourses; all linking back to the shaping of *teacher-quality* as phenomenon.

The *in-depth interview* transcripts illuminated a common thread pertaining to the construct of ‘*accountability agenda with ongoing review to collegial responses*’. Through critical analysis, the researcher’s interpretation of these *in-depth interview* transcripts identified *linguistic* and *rhetorical* tools pertaining to a vocabulary arising from a common contextual background, associated with academic language; in turn, articulating the considered importance of these issues; *linguistic*, through grammar and expression; *rhetorical*, through the use of *amplification*. As a result, comparisons and alternate considerations arose that led to greater understandings about the *in-depth interview* data.

Furthermore, key words such as: *partnership(s); review; report; accredit; evidence; control, and assessment* were regularly expressed throughout the *in-depth interview* transcripts and contributed to the above mentioned discourses, also aligned to business paradigms. However, despite considerable alignment with the discourses, associated with the *official documents*, the participants’ perspectives were placed within a different context to those of the *official documents*; a contributing factor for consideration being the absence of *market-driven* and *efficiency* discourses across the interviews. The interviewed professors referred to their own informed *thoughts* and how they were *responding* to government intervention; not, from the actual position of the bureaucratic approaches. As first explained in 3.4.2, participant number allocations do not align with the order of their presentation within this thesis. Examples are:

**P1.Q1.S8** The Government is saying well what evidence do you use, and it’s a very good question because all the interests groups could say was well if they got a job they must be good and the Government has said well that’s not good enough evidence. So that’s been the other one where, umm, **at the interest groups have reacted quite strongly against it because one it’s going to be expensive to collect that evidence and secondly we lose our students so how do we know they go all over the place** but again it comes back to that principal, that if universities are autonomous institutions, we shouldn’t have to do that;

**P1.Q2.S1** Responses have been quite different in different States. So, the Deans of Education in Queensland have joined together with the regulatory authorities and they are holding hands and they are **actually saying the government, the Commonwealth Government, legislatively you can’t tell us what to do and we are not going to do it...** South Australia has done a little bit of that;

**P1.Q2.S3** I don't know what's happening in Tasmania. You don't hear anything about Tasmania and South Australia of course is really, umm, really broke... and **they are pretty much rejecting a lot of the Commonwealth intervention in teacher education on the basis that they can't afford to make the changes;**

**P1.Q2.S4** Piccoli much more adamant and saying well no, you're the Commonwealth, you fund universities, but you don't fund schools... New South Wales is where the interest groups have had the most angst. So, **Mr Piccoli superseded the Commonwealth recommendations with the set of state recommendations called Great Teachers;**

**P1.Q2.S5** So the National recommendation is you put teachers in schools as soon as possible. State regulation is you're not going to get them into schools until second year because I want to make sure they pass first year... The Deans would actually go with the Commonwealth recommendation that they have to be in schools early. So, their trying, the **Deans are trying to advocate in favour of the Commonwealth recommendation against the State regulation. So, you know, New South Wales is particularly umm, volatile in that the Deans of Education are really pushing back on the State Minister... would prefer to go with the Commonwealth recommendations not the State regulations;**

**P2.Q2.S2** So what we've tried to do there is introduce an idea... you do the mandatory practicum, but you also have an internship, so you form a longer term relationship with a school. You can't do all your practicums in the same school, but it might be a cluster of schools and you build that longer term relationship now that is something which is important in the TEMAG idea as well because it's building a... longer term relationship;

**P3.Q1.S2** So the best example of that is New South Wales. The **BOSTES** entity where, umm, engagement and influence over a range of matters around teacher training and teacher accreditation, not registration, but teacher accreditation are well established and quite significant;

**P3.Q1.S3** At the other end of the influence scale and size scale you've got **Tasmania**. Which is the smallest of the regulatory authorities and has, umm, very little engagement with government and it doesn't have a role in, in influencing teacher training in the way that **BOSTES** does so quite polar opposites really in terms of their roles;

**P3.Q1.S4** So,... for those more influential or larger jurisdictions where there's already a history of engagement in teacher training and agreement with government about that, there's a lot of affirmation in the TEMAG recommendations and the governments adoption of that and there's capacity to engage with that as a, well, **this either fits with what we already do or this almost fits but we don't like this bit so we'll fit it this way;**

**P3.Q1.S9** So then we step that up to this new process, **the revised standards and the influence of TEMAG recommendations and ah, that's notched it up again so it's a really big body of work for us and its, it is almost all the work that I do** and there's, you know, a little bit of time left;

**P3.Q1.S12** We have been working really hard to try and engage with UTAS and, and I think we have a quite a valued relationship with UTAS...but in saying that, it's been a very hard process to get **the programmes that have come through from 2014 in the previous situation of formal accreditation** and now it's been a very difficult backwards and forwards, no that's not right, no that's not right, no this is what we're looking for;

**P3.Q1.S13** they have now to do things like place the, the umm, teacher performance assessment in there, to deal with a formal agreement with their school partners, umm, provide information about how they offer support and communicate with schools in very, very deliberate and rigorous way. Umm [pause], and that's coming over the top of arrangements interstate here where there's a long tradition of a fairly [pause] informal relationship because we are this island and this one university and everybody knows everybody... it's a very well-known and well established relationship between those two entities I guess is what I would say;

**P3.Q3.S5** I think that the **increased availability and slight! pressure on teachers** who will be supervising teachers to undertaking professional learning targeted at that activity is a good thing;

**P4.Q1.S1** Rate of change is just so intense that the interest groups that one might belong to are critical in understanding the nuances of that change;

**P4.Q1.S4** We have set up a consortium of regional universities that are based in regional, obviously in rural ahh centres, So that, that stems from La Trobe through to Federation University, ahh CSU, University of umm ahh Southern Cross, University of Southern Queensland, and James Cook University. So, the whole [pause] you know geographic space between Cairns and Melbourne is covered through this consortium and **we're all taking the lead on different aspects of the AITSL guidelines and requirements and the intent is to come up with ahh, research that will inform our decision making basically;**

**P4.Q1.S5** So, it's really applied research and so for example **one team is looking at impact, another team is looking at selection procedures and the non-academic requirements and how best to do that umm, you know with some integrity;**

**P4.Q1.S6** We're very much in a competitive space but I think one of the good things which has come out of all this Government intervention, which is your later question, is that **there's a high degree of collaboration, high degree of collegiality, and mutual support, and understanding of each other's positions;**

**P4.Q1.S10 the other value and benefit of that is just the networking that comes from that... so there's a real collegiality even though we're in a competitive environment;**

**P4.Q1.S11** Now I wouldn't say that's across the whole country umm, and so **one of the reasons that we've come up with this consortium is to give a non-metropolitan voice to some of the issues around teacher education in umm, regional and rural centres umm,** and I can be specific and say that we don't have much in common say with University of Melbourne and nor do we aspire to, so umm, this is a way of coming up with the different needs that suit our university rather than sort of spending to someone else's agenda;

**P4.Q1.S13 I think it has also enhanced the collegiality and goodwill that exists between universities and also between the universities and umm, the statutory authorities** so in New South Wales it would be BOSTES;

**P4.Q1.S7 BOSTES, through the government actually had to create more testing opportunities so that students weren't being disadvantaged** as they went through their approved programmes;

**P4.Q1.S8** One of the criticisms that has come through from AITSL has been some universities around the country haven't kept students informed about these new requirements. Now, **our institution, as I said, took that on proactively and responded to that in a timely way. We set up, ahh, one source of information going out to all students and that included placements, umm, the tests themselves, so we had one line of communication** so that you weren't getting errors in the messaging umm, and we were very proactive I mean that stuff went out regularly. **We had a whole staff member devoted to answering student enquiries about the tests and their [pause]... and it wasn't straight forward!**

**P4.Q1.S9 I think some universities adopted the view that this was an imposed requirement and they weren't going to play ball, they weren't going to support, umm [pause] they weren't going to support this new direction** and it would be up to the students to work their way through it. So, we, **we didn't take that approach;**

**P4.Q1.S12** This was just draconian in the extreme because you had students already in a approved programme being required to sit for an additional assessment requirement being imposed by the Commonwealth Government and the way that they did that, in my view, was less than satisfactory. **Communication was poor, there was little understanding of the universities context and situations** and I would say, from the email communications I've seen with students, **very little appreciation of the students' needs, umm, and respect for the students.** Umm, **it was simply a political exercise that was imposed,** and I think it had, umm, umm, you know, created a whole lot of anxiety, ahh, both for staff in the university, but more importantly for students;

**P4.Q3.S1** So it has very much influenced the course design around when students get exposed to real students, real schools, real situations and I think that's probably something that the universities, umm, generally aren't in favour of;

**P5.Q1.S5** Many of the teachers that ah we work with, cooperating teachers in the schools, they would say that giving the control to an external body is, at the distance like the Commonwealth, is inappropriate because it is de-professionalising what it is that is happening in that partnership in the school between the initial teacher ed student and that school and that person;

**P5.Q1.S6** The challenge though is to write, ah, partnership arrangement in such a way that it doesn't frighten people off... I am talking formalised agreements. So, the moment you try and write those by definition you are leaving out things.

Additionally, the professors' *thoughts* and *responses* to government intervention focussed upon the practicalities of national requirements. A common topic that arose in many interviews was the practicality of the implementation of Commonwealth Government decision making; whether that was articulated as going through AITSL or the government, itself. Examples are:

**P1.Q2.S3** I don't know what's happening in Tasmania. You don't hear anything about Tasmania and South Australia of course is really, umm, really broke... and they are pretty much rejecting a lot of the Commonwealth intervention in teacher education on the basis that **they can't afford to make the changes** (as stipulated in the above section);

**P1.Q3.S2** The second thing...there should be more academics with school based experience and most of the interest group pushed back on that because while some academics could teach in the school, most academics couldn't because they've been out of schools too long and we made the argument to Minister Pyne that you don't need to teach in a school to be a good academic... you need teachers to teach in school and academics to work beside schools to do their research... So, when it comes to the practicum one of the big shifts is, that if you've got this partnership, two things that the assessment should be done mainly by the classroom teacher, not by the academic, because it's the classroom teacher who sees the student day in, day out, and can make a fair assessment... But How do we know that every student who's a, been graded as a pass in final year is comparable? And that's because there's no National framework. So, **the Commonwealth are insisting that there's a National assessment sheet or framework for all graduating students. So, the interest groups theoretically think that's a good idea, but they can't see how it's going to work in practice;**

**P1.Q3.S4** The third thing is that this assessment has to be evidence based... when there are 40,000 students producing evidence, what evidence is going to be reliable and what evidence isn't? ...how the students going to collect it, how are they going to demonstrate it, and how is that going to be comparable, so whilst theoretically around the National framework, or common framework.. they think it's theoretically a very good idea but they cannot see how it can be operationalised at a National level and it's the same thing as most of the recommendations from TEMAG;

**P1.Q3.S5** Who's going to pay for it? So, the financial demands placed on universities to do this work out of TEMAG is exorbitant and the government's not coming up with any money. So, ... universities is saying well these recommendations are fine, we'll implement them, but you have to resource them and the governments saying no, we haven't got any more money, you have to resource them. So, as to whether they'll get implemented, I don't know. What I do know [*pause*], is that AITSL – (just weighing up what I can say and can't say) - what I do know is that AITSL is going to take the lead on a National framework and it will probably be based on an American model [*long pause*] It's about all I can say on that;

**P1.Q4.S2** Everybody wants it, everybody wants them in schools more but **the elephant in the room, and my interest group would unanimously support this, is the industrial conditions. Having to pay teachers daily, it will send universities broke;**

**P1.Q4.S3** Now that's very expensive and if you've got to pay... on a day by day basis, ... universities won't survive;

**P2.Q3.S2** I think we should be moving that way, but in terms of principle but **in pragmatic terms it won't go very quickly;**

**P3.Q1.S3** At the other end of the influence scale and size scale you've got Tasmania. Which is the smallest of the regulatory authorities and has, umm, **very little engagement with government and it doesn't have a role in, in influencing teacher training in the way that BOSTES does** so quite polar opposites really in terms of their roles (as stipulated in the above section);

**P4.Q1.S2** But, what I think has helped me do as somebody that is responsible for teacher ed in my own institution is to be aware of the written and the unwritten intent behind policy documents and the reason I say that is because when you get a set of guidelines or policy statement from say (*pause*) AITSL or one of the state umm, agencies you read it in a particular way and its normally written in a definitive sense so there are clear dates, timelines, expectations and responsibilities. **But when you go to a meeting and you unpack that with people, colleagues but also umm, representatives say from AITSL or BOSTES or whatever you find out that in reality, they are unable to implement the policy and guidelines in the way they want and in the timeframe they want;**

**P4.Q1.S3** I think that the National agenda hasn't progressed, umm, as quickly as perhaps the State level and I think **we go along to these meetings and we're sort of rehashing the same things that were discussed a year or two previously**, so the progress has been slower then you get at the State level;

**P5.Q3.S2** I think what's happened is that the government in some way has looked at the medical profession teaching hospitals and presumed that this is the model that we can run in education. But it's not a good analogy. At the broadest level it's okay but at the specific level it's not okay because we don't have conjoined appointments between doctors who are in hospitals and also work in the university. You know, our people are employed by the university or they're employed by schools. Catholic system or Government system or Independent school system. But the moment we don't have those conjoint appointments.

Participant responses illustrated that there was a lack of understanding, either by the government and/or through the government's representatives, about the practicalities involved with ITE when making strategic decisions. This lack of understanding was mentioned across all interview transcripts, at varying levels. This claim is further supported by one of the interview participant's comments:

**P4.Q2.S2** The other thing I would say is that one of the implications is that we now have, or the profession is being governed by young bureaucrats who work for AITSL and some of these people... don't have a tradition or a professional background in teaching nor do they have a professional background in teacher education;

**P4.Q2.S3** So there's been a whole lot of conversations around how to improve the quality of what it is we do. It's just unfortunate that it's occurring within a bureaucratic sort of frame.

Additionally, *linguistic* grammatical features also reinforced this issue. For instance, *pronouns* such as *we* and *they* were used to describe either the participants own position or that of other positions, at times associated with the Government and/or AITSL; *we*, referring to the interview participant, the profession, the Deans of education, professors, a regulatory authority, and a university; *they*, referring to the Commonwealth Government, AITSL, bureaucrats, State government, changes, the public, graduates, mentors, ITE students, Deans of education and the regulatory authorities (combined), ITE providers, universities, South Australia, Tasmania, and the interest groups.



It is important to highlight that despite the use of these *pronouns*, agents-of-action (Taylor, 2007) were clearly identified across each *in-depth interview*, reinforced through the use of *adjectives* that provided further descriptions and clarity about the participants' views and experiences. Relevant examples of *adjective* use were found across the *in-depth interview* transcripts. Examples were: *important* (sixteen times); *formal* (twelve times); *deliberate* (eight times), and *significant* (seventeen times).

Similarly, with the *official documents*, the use of *adjectives* also provided judgements. However, judgment was not reserved for the profession at large, but more so for the decisions that were initiated by government; leading to impracticalities for ITE, inclusive of the practicum.

*Linguistic* features contributed to compelling and convincing information about ITE issues, from well-informed and experienced leaders in ITE. Furthermore, the varying expressive nature of each interview participant, through body language, intonation, and tonality, naturalised statements in such a way that they were articulated as fact and common-sense. For instance, levels of frustration about government intervention sometimes arose through increased arm gesturing and raised speech patterns; suggestive of urgency in matters (*modality*) but also referred as fact (*evidentialities*); not just to themselves, but to the teaching profession at large. Furthermore, contemplative vocal gestures (such as *umms*) were often expressed before statements that carried significant meaning or were considered as fact (*evidentialities*) to a number of participants. Through critical analysis, the researcher identified that *evidentialities* were often accompanied by *modalities* within the language. Examples are:

**P1.Q1.S8** The Government is saying well what evidence do you use, and it's a very good question because all the interests groups could say was well if they got a job they **must** be good and the Government has said well that's not good enough evidence. So that's been the other one where, **umm**, at the interest groups have reacted quite strongly against it because one it's going to be expensive to collect that evidence and secondly we lose our students so how do we know they go all over the place;

**P1.Q3.S2** The second thing...there **should** be more academics with school based experience and most of the interest group **pushed back on that** because while some academics could teach in the school, most academics couldn't because they've been out of schools too long and we made the argument to Minister Pyne that **you don't need to teach in a school to be a good academic**... you need teachers to teach in school and academics to work beside schools to do their research;

**P3.Q1.S7** It has provided us with an, an additional workload, **umm**, because from my point of view, there's just me, that I am the team, so getting my head around those changes and what, how they play out has been significant;

**P4.Q1.S2** when you get a set of guidelines or policy statement from say (*pause*) AITSL or one of the state **umm**, agencies you read it in a particular way.

Overall, the significance of the participants' expression cannot be overlooked in light of the *in-depth interview* transcripts. As previously mentioned, such consideration enabled the researcher to ascertain that the transcript properly represented what was *actually being said*. It is important to emphasise that the interviewed professors were provided with time to reflect upon the interview questions. As such, it is considered by the researcher that the responses were well considered before being voiced. So too, does an academic contemplate their informed thoughts, prior to writing an article for a journal. It is here, that analysis of *academics' published views* will be discussed in detail.

#### 5.2.5.3 *Academics' published views language*

The *academics' published views* arose from a common contextual background, drawn directly from academia; determined by the published views' *content, form, and structure* within each academic journal (title; abstract; introduction; central body of writing; conclusion; reference list); *paragraph structures* (central topic and supporting sentences); *language features* (explicit language; formal and factual in expression), and the *nature of the writing* (objective and analytical).

Arising from this contextual background, were identified discourses, across the *academic published views*; these were: *standards; accountability; policy; political; market-driven, and teacher quality* discourses. In turn, these discourses contributed to a *lexicalisation*, linking back to the shaping of *teacher-quality* as a phenomenon; a similarity in-line with the *official documents*, previously discussed.

However, unlike the *official documents*, the *academic published views* highlighted a common thread pertaining to the construct of '*politicised accountability to research based dialogue*'. Through many of the *academic published views* it became clear that *politicised accountability* dominated ITE and greatly influenced decision making about pre-service teacher preparation; in contrast, decisions about ITE were not considered to be significantly influenced by *research based dialogue*.

This claim is supported by *academic published views*' extracts; the sources of which were first referred to in section 3.9. Extracts chosen for further analysis stemmed from 5.2.1 (Appendix D, Table 7) and 5.2.4 (Appendix E, Chart 3); all of which, through critical analysis and the researcher's interpretation, contributed as important summary statements from the *academic published views*. In light of the '*politicised accountability to research based dialogue*' construct, examples are:

**Q1.4** where experts are the target of suspicion and their claims are greeted with skepticism by politicians and distrusted by public opinion', numbers are resorted to in order to settle or diminish conflicts in a contested space of weak authority (Rose 2003, p. 208) (Reid, 2011a, p. 386);

**Q1.5** decisions on teacher preparation are often politically motivated rather than based on research generated dialogue (Southgate, Reynolds, & Howley, 2013, p. 21);

**Q2.2** when teacher education graduates are required to demonstrate a capacity to teach 'in the language of the standards', they are demonstrating their capacity to 'join the dots' (Reid, 2011a, p. 388);

**Q2.5** increasingly politicised concepts of teacher quality (Southgate, Reynolds, & Howley, 2013, p. 14);

**Q2.7** neoliberalism continues to be a force that is redefining roles and responsibilities within education, with an increasing emphasis towards the economic utility of education (White, Bloomfield, & Le Cornu, 2010, p. 181);

**Q2.8** A distinctive outcome of neoliberal standards agendas has been the development and implementation of frameworks that describe a continuum of teacher career and developmental stages aligned to self-audit processes and accreditation across the whole teacher life cycle (White, Bloomfield, & Le Cornu, 2010, p. 187);

**Q2.10** The Australian Professional Standards for Teachers (AITSL, 2011) were developed "to define the work of teachers and make explicit elements of high-quality, effective teaching in 21st century schools that will improve educational outcomes for students (n.p.). These generic professional standards covered Professional Knowledge, Professional Practice and Professional Engagement at four career stages including graduate teacher standard and they currently inform teacher registration and teacher quality in all states and territories of Australia (Howley, Reynolds, & Southgate, 2016, p. 31).

**Q3.5** there continues to be a multiplicity of political, professional, and economic issues surrounding professional experiences that make it an ongoing challenge with which to be involved (Le Cornu, 2016, p. 80);

**Q3.10** Theoretical dialogue often intersects with political interest in how to best educate new teachers often as a means of solving social problems or increasing global competitiveness in standardised testing (Southgate, Reynolds, Howley, 2013, p. 14).

Such considerations were regularly expressed, either directly or indirectly, across the *academic published views* and contributed to the above mentioned discourses; linking back to the shaping of *teacher-quality* as phenomenon. These considerations also aligned with those associated with the *in-depth interviews* (5.2.5.2).

Within this academic contextual framework, the researcher analysed the *linguistic* and *rhetorical* combined functions pertaining to each *academic published view*; achieved through the examination of the following textual features: *grammar*; *rhetoric (amplification; enumeratio)*, *evidentialities*, and *modalities*.

In conjunction with the referred *linguistic* and *rhetorical* tools, discourse alignments arose across data sources; notably between the *in-depth interviews* and *academic published views*. The only variance between these two source types being the inclusion of the *market-driven* discourse with the latter; a result that is expanded upon in 5.2.6.

Additionally, a shared commonality amongst the *academic published views* included the importance of theoretical understandings about ITE, inclusive of the practicum. Furthermore, the position of the published writers, akin to the interview participants, generally referred to ITE *in response* to education initiatives; not, from the actual position of the bureaucratic approaches. For instance, Reid (2011a) states:

The Federal government's move towards national accreditation of initial teacher education programs... establishes the need for robust theoretical re-conceptualisation of research-based teacher education practice, curriculum and pedagogy that will support the next generation of teachers (and teacher educators) (Reid, 2011a, p. 383).

This position was reflected within the *academic published views*, linked to topics associated with discipline specialisations and partnership(s), all directly or indirectly connected with the practicum. Inclusive of some rhetorical *enumeratio* and *epithet* devices (underlined), that added detailed points of view, examples are provided:

**Q3.2** However when a key function of such generic standards is to compare teachers across teaching areas and assess their performance the aim is confounded when there are different expectations of different discipline areas (Howley, Reynolds, & Southgate, 2016, p. 42);

**Q3.3** This also affects preservice teacher education when standardisation of courses and approaches in recent teacher accreditation processes does not take into account the differing pedagogical needs of the teaching disciplines (Howley, Reynolds, & Southgate, 2016, p. 42);

**Q3.4** Globally we seem to have followed the road of standardisation for professional experience in teacher education. Is there room for variation on this road? (Howley, Reynolds, & Southgate, 2016, p. 42);

**Q3.8** teaching is always ‘difficult knowledge’ (Britzman 1998; Labaree 1998). It cannot be rendered simple, or tabularised, as a set of paint by numbers frameworks for the production of teachers. This knowledge is difficult because of its inherent reference and response to the difference, diversity, instability and always-situated (embodied and emplaced) nature of the practice that is teaching (Reid, 2011a, p. 397-398);

**Q3.9** working with the complexity of difference in knowledges (and forms of knowledge) about teaching, may prove productive for re-thinking and re-creating forms and practices of teacher education that can challenge dominant constructs and specifications of the teacher as a universal, standardised social subject (Reid, 2011a, p. 398);

**Q3.7** At a time when “the demands, expectations and requirements of teacher education increasingly come under scrutiny (Loughran, 2014, p. 271), it is encouraging to see new ways of teachers and academics working together and the possibilities for rich professional learning for those involved in different sites of professional practice (Akkerman & Bakker, 2011; Williams, 2014)” (Le Cornu, 2016, p. 85);

**Q3.12** The term ‘partnership’ is broadly viewed positively. It is a term that carries with it notions of collaboration and mutual benefit. It is often difficult to argue against the positives emerging from what is termed school–university partnerships. Nevertheless, Bloomfield (2009) warns that presenting partnerships un-problematically as superior forms of social organisation can serve to divert attention from the more complex and contradictory aspects of partnerships (White, Bloomfield, & Le Cornu, 2010, p. 183);

**Q4.2** The role of field placement and experience in teacher education programs is always of key importance (Howley, Reynolds, & Southgate, 2016, p. 30);

**Q4.6** intermittent strategic focus on professional experience is surprising given its status as a signature pedagogy of ITE (Southgate, Reynolds, & Howley, 2013, p. 15);

**Q4.8** Teacher educators are not alone in valuing professional experience. Preservice and newly-graduated teachers alike consider their time spent in schools as seminal to their professional development (Southgate, Reynolds, Howley, 2013, p. 15);

**Q4.9** While professional experience is considered to be of “tremendous importance” to the preparation of quality teachers (Jefferson, 2009, p. 284), there is no consensus regarding its exact function and the forms it should take to achieve this purpose (Southgate, Reynolds, & Howley, 2013, p. 16);

**Q4.10** professional placements play a crucial role in relation to the preparedness of beginning teachers for the teaching profession and the many facets of work in schools (Swabey, Castleton, & Penney, 2010, p. 31);

**Q4.11** Frequently, professional experience—the practicum—is identified as a key issue in debates about the adequacy of pre-service teacher education courses to prepare student teachers for the profession (Swabey, Castleton, & Penney, 2010, p. 32);

Furthermore, through critical analysis, the researcher’s interpretation of the *academic published views* identified *linguistic* grammatical features that reinforced key messages. For instance, *pronouns*, such as *we*, *us*, and *they* were commonly used to either represent the author(s) or related factors; *we* and *us*, commonly referring to the author(s) collaborative position with other teaching professionals; *they*, commonly referring to administrative requirements, recommendations, AITSL standards, changes, ITE students and/or graduates, teachers (as third person), patterns, and interest groups. Inclusive of some rhetorical *amplification*, *enumeratio*, and *epithet* devices (underlined) that provided further detail and/or description to the writing are:

**Q1.2** Such patterns are not a ‘grand narrative’ of progress that brings **us** always ever closer to an ideal form of initial teacher education. Indeed, **they** never will (Reid, 2011b, p. 295);

**Q1.10** **We** know that real and sustained change in teacher practice is achieved only if teachers understand and believe in the premises that underpin the changes they are being asked to implement (Chapman, 2002)” (Beswick, 2015, p. 9);

**Q1.12** Hattie’s “main effect” approach (2009) is ... not designed to capture the broader nuances of quality teaching. Nor does it examine the various attributes of the different research analysed, in order to distinguish variations in the quality of analysed data... His use of evidence therefore appears somewhat problematic in terms of being translatable into specific ITE program elements, able to provide clear certainty concerning the cause and effect relationships that might exist

between program elements and the AITSL standards. The role of standards-based evidence as a feedback mechanism for ITE remains critical however, and **we** suggest represents “unfinished business” in terms of ongoing ITE development (Yeigh & Lynch, 2017, p.117);

**Q2.3** Moving across the taxonomy of standard sets, passing through each one and connecting them together, **they** will produce a conventionally recognisable representation of a teacher. Like a ‘colour by numbers’ approach to painting, this will often produce a pretty good representation of the model on which it is based, but it becomes metaphorical death for the field of teacher education as an intellectual endeavour (Reid, 2011a, p. 388);

**Q3.4** Globally **we** seem to have followed the road of standardisation for professional experience in teacher education. Is there room for variation on this road? (Howley, Reynolds, & Southgate, 2016, p. 42);

**Q3.13** **We** need to be alert to the potential limitations that exist when collaborative relationships are too prescriptively specified, measured and mandated (White, Bloomfield, & Le Cornu, 2010, p. 183);

In-line with other source data, the use of these *pronouns* did not obscure the agents but re-emphasised their position(s) of thought. Additionally, the use of *adjectives* placed emphasis on information by providing considered judgements about various topics, linked to the practicum and inclusive of: ITE reform (Yeigh, Lynch, 2017); educational research (Reid, 2011a; Reid 2011b); the standards (Beswick, 2015; Swabey, Castleton, Penney), and ITE professional experience, itself (Howley, Reynolds, Southgate, 2016; Southgate, Reynolds, & Howley, 2013; Le Cornu, 2016; White, Bloomfield, & Le Cornu, 2010). Relevant examples of *adjective* use (highlighted in bold font), inclusive of some *rhetorical amplification*, *enumeratio*, and *epithet* devices that supported the academics’ views by providing greater emphasis and detail, are:

**Q1.3** Instead of a **rational** process of progress in our field, discursive truths about teaching and teachers, and the ways to prepare or produce **good** teachers, are always traced in discontinuous formations (Reid, 2011b, p. 295);

**Q1.4** Nikolas Rose provides a useful explanation of why... figures worked as a form of argument to drive policy change, where **expert** testimony from **authoritative** teacher education experts did not. He writes that where there is ‘mistrust of authorities (Rose 2003, p. 208) in (Reid, 2011a, p. 386);

**Q1.8** Thus the idea that teacher training needs to be modernised continues to be a theme in most ITE reviews, and the multi-dimensional nature of this process - incorporating social, professional and individual elements - underscores calls for reform and innovation

which seek to address multiple layers of **professional** and **practical** knowledge (Yeigh & Lynch, 2017, p. 114);

**Q2.4** The **theoretical, political and practical** problems of **professional** experience need to be set against the accountability agenda (Southgate, Reynolds, & Howley, 2013, p. 14);

**Q3.6** There is also a plethora of issues at the **micro** level, including intensification of teachers “- work, intensification of academics” work, intensification of **pre-service** students “lives, the changing nature of teacher educators” work, the breaking down of school–university partnerships, the increasing casualisation of staff, the domination of **practical** and **pragmatic** concerns for academic staff involved with **professional** experience, and the difficulty of finding **quality** placements. All of these issues combined bring many tensions and a level of anxiety for university-based teacher educators working in **professional** experience currently (Le Cornu, 2016, p. 81);

**Q3.11** A **quality** education is more than ever linked closely with the notions of increasing **national** productivity and prosperity (White, Bloomfield, & Le Cornu, 2010, p. 182);

**Q3.15** applying **further** innovation to the use of the **Professional** Standards is suggested as a means for developing more **precise** evaluation of the relationship between teaching and learning (Yeigh & Lynch, 2017, p. 124);

**Q4.1** Arguably the **greatest** opportunities for teachers to learn arise from their day to day work with students in their classrooms. During practicum, as part of initial teacher education and hopefully in **collaborative** school environments (Beswick, 2015, p. 8);

**Q4.10** **professional** placements play a **crucial** role in relation to the preparedness of beginning teachers for the teaching profession and the many facets of work in schools (Swabey, Castleton, & Penney, 2010, p. 31);

**Q4.11** Frequently, **professional** experience—the practicum—is identified as a **key** issue in debates about the adequacy of **pre-service** teacher education courses to prepare student teachers for the profession (Swabey, Castleton, & Penney, 2010, p. 32);

Also, the use of *adjectives* placed greater emphasis on information through the use of its descriptive language. As such, academics’ views were articulated with greater detail; a feature also applied through the use of *main and auxiliary verbs*. The verbs also contributed towards judgements, inclusive of the practicum; used in conjunction with *rhetorical enumeratio* and *epithet* devices, previously referred to and underlined in the below extracts. Examples readily found were: *are* and *be*; *are*, used in reference to current judgments; *be*, referring to subject(s) equal in meaning or the author(s) identifying with the subject(s). Representative examples are:



**Q1.4** where experts **are** the target of suspicion and their claims **are** greeted with skepticism by politicians and distrusted by public opinion’, numbers **are** ‘resorted to in order to settle or diminish conflicts in a contested space of weak authority’ (Rose 2003, p. 208)” (Reid, 2011a, p. 386);

**Q1.6** The challenges inherent in teacher education courses to ensure preparedness may have been reframed with the introduction of professional standards, but **are** far from new (Swabey, Castleton, & Penney, 2010, p. 31);

**Q1.7** Professional experience, which is viewed often as the most valuable aspect of preparing for the teaching profession by pre-service teachers, has witnessed a plethora of change over the past couple of decades and further changes **are** both predicted and necessary for teacher education and teacher educators faced by the swell of education reform (White, Bloomfield, & Le Cornu, 2010, p. 182).

**Q2.8** Professional experience programs can thus **be** seen as just the first stage of school-based professional development programs that call for ongoing demonstration and documentation of teaching capacity (White, Bloomfield, & Le Cornu, 2010, p. 187);

**Q4.5** Providers **are** required to provide comprehensive details about their professional experience programmes (Le Cornu, 2016, p. 80);

**Q5.2** The ultimate beneficiaries of a learning community model **are** the students: the children and young people in schools (Le Cornu, 2016, p. 88).

These *verbs*, were used to link the subject of the statement and the *noun* or *adjective*; expressing the connection of either essential or subsidiary identity. Furthermore, the use of *evidentialities*, suggestive and self-evident, placed additional emphasis on the level of importance with such messages, contributing to a naturalisation of particular statements as common-sense and/or fact.

Such *linguistic* tools accentuated the importance of the ITE issues at hand and the relevance of such matters in today’s politicised educational setting. Additionally, *evidentiality* examples, sometimes combined with previously referred to *rhetorical enumeration* and *epithet* devices, illustrate the connection between *evidentialities* and *rhetorical* language use; in turn emphasising the message(s) within the text(s). The researcher is aware that the bulk of these quotations have been referred to previously; however, the aim here was to emphasise different linguistic features (in bold) and their use with rhetorical devices. Examples are:

**Q1.2** Such **patterns** are not a 'grand narrative' of progress that brings us always ever closer to an ideal form of initial teacher education. **Indeed, they never will** (Reid, 2011b, p. 295).

**Q1.5** Accountability discourses **dominate** the field of education (Southgate, Reynolds, & Howley, 2013, p. 21).

**Q2.1** The Federal government's move towards national accreditation of initial teacher education programs **serves to reinforce** a general deficiency view of teacher education (Reid, 2011a, p. 383);

**Q2.4** "The theoretical, political and practical problems of professional experience **need to be** set against the accountability agenda" (Southgate, Reynolds, & Howley, 2013, p. 14);

**Q2.7** "neoliberalism continues to be a force that is redefining roles and responsibilities within education, with an increasing emphasis towards the economic utility of education" (White, Bloomfield, & Le Cornu, 2010, p. 181);

**Q2.8** "A distinctive outcome of neoliberal standards agendas has been the development and implementation of frameworks" (White, Bloomfield, & Le Cornu, 2010, p. 187);

**Q3.11** "A quality education is more than ever linked closely with the notions of increasing national productivity and prosperity" (White, Bloomfield, & Le Cornu, 2010, p. 182);

**Q4.2** "The role of field placement and experience in teacher education programs **is always** of key importance" (Howley, Reynolds, Southgate, 2016, p. 30);

**Q4.10** "professional placements play a crucial role in relation to the preparedness of beginning teachers for the teaching profession and the many facets of work in schools" (Swabey, Castleton, & Penney, 2010, p. 31);

With the previously *academic published views'* *linguistic* and *rhetorical* tools in mind, an overarching feature throughout was the *modality within the language*. Words often used, such as *must*, and *should*, contributed to phrasing that created a sense of importance and urgency within the text(s). For reasons obtained through critical analysis, the researcher's interpretation directly associated these words not just as important points to be made, but as language that acted in response to public critique and scrutiny over ITE; an action fuelled by the Commonwealth Government's involvement in ITE, further expanded upon in Chapter 6.

Collectively, these *linguistic* and *rhetorical* tools illuminated underlying elements, identifying themes that emerged from the collective sources' data. These themes will now be discussed.

#### 5.2.5.4 *Due to the underlying elements, what themes emerge from the data?*

Through the different underlying elements of language, discussed through critical analysis, the themes that were first identified in 5.2.1 (Appendix D: Tables 1-7) were deemed *credible* due to the reliability of the data, participant views, and the interpretation of the information by the researcher (Cope, 2014, p. 89; Polit & Beck, 2012). Furthermore, the constancy of the data (Cope, 2014, p.89; Polit & Beck, 2012) and the identification of themes pertaining to *FA*, *CDA*, and the *Multiple Triangulation* enabled *dependability* of the data; criteria, initially raised and established in 3.8.

Identified themes are represented in the *Multiple Triangulation approach themes* diagram (Figure 5.4), through the combined *Data-Analysis Triangulation* and *Data-Sources Triangulation*. The triangulation approach draws-out theme similarities and differences, arising across the three data sources. Similarities across data sources, included:

**Practicum:** *academics' published views; in-depth interviews* (highly valued; as core; key ingredient; critical purpose; critically important; central).

**Accreditation:** *official documents; in-depth interviews*.

**Standardisation:** *official documents; in-depth interviews*.

**Accountability:** *academics' published views; official documents* (increased accountability).

**Partnerships:** *official documents* (formal partnerships); *academics' published views* (partnership concerns) – both pertaining to formalised agreements.

**Rate of change:** *academics' published views; in-depth interviews*.

**Political motivations:** *academics' published views; in-depth interviews; official documents* (state vs federal; funding; business model; theoretical vs practical; evidence; accreditation; standardisation; increased accountability; increased control; rate of change).

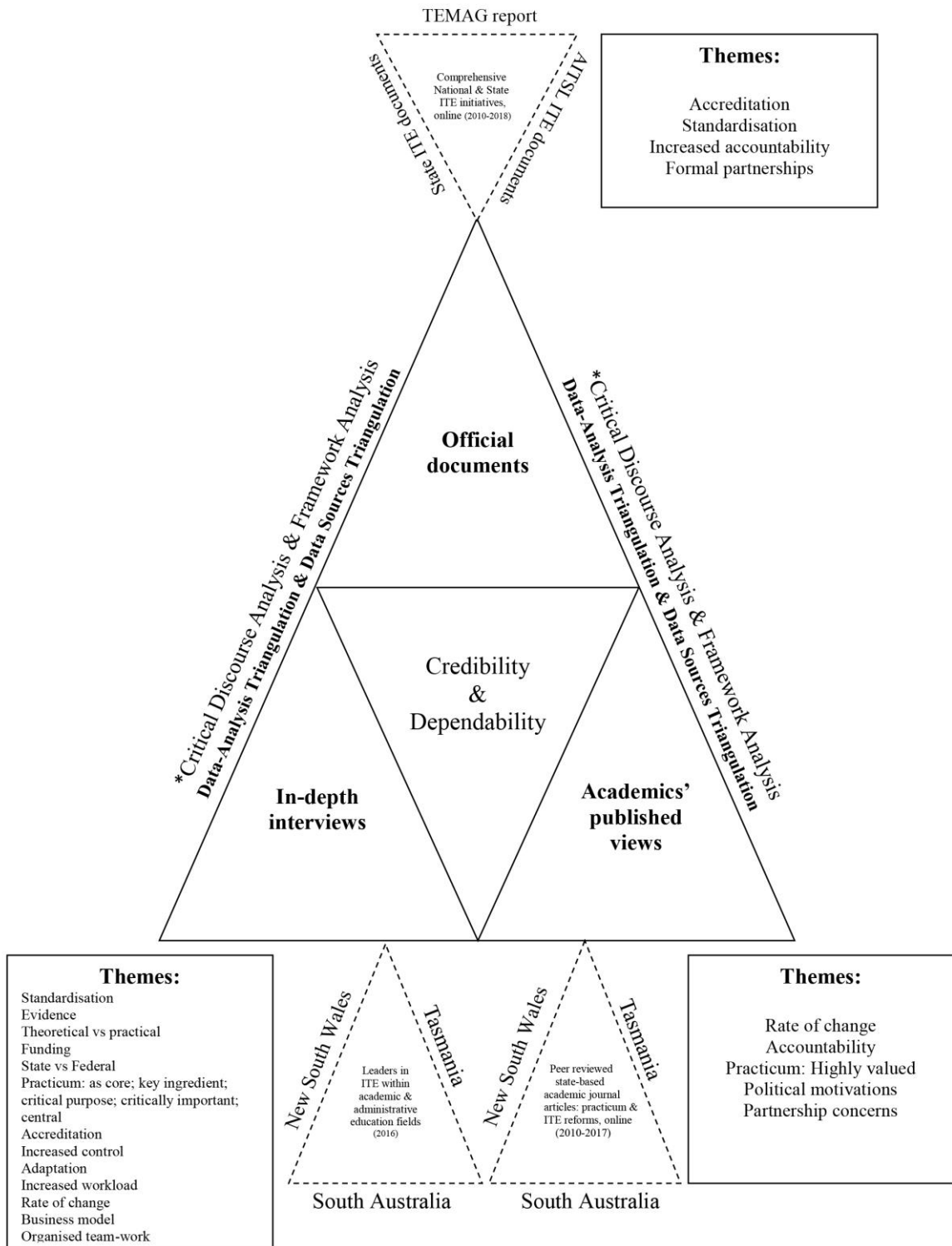
While themes commonly represented in only one data source were:

**Adaptation:** *in-depth interviews*.

**Increased workload:** *in-depth interviews*.

**Organised team-work:** *in-depth interviews*.

Figure 5. 4 Multiple Triangulation approach: Themes



**\*Critical Discourse Analysis & Framework Analysis  
Data-Analysis Triangulation & Data Sources Triangulation**

Derived from the *Policy Discussion Research Group* (2013). School of Education, Faculty of Arts, University of Adelaide.

What can be ascertained from this information, in light of the central research questions (continuously referred to during analysis); *FA* and *CDA* guiding questions, and the *Multiple Triangulation* approach are:

1. Themes across the sources' data directly connected to the Commonwealth's involvement in ITE; demonstrating the Commonwealth's assumption of increased control over ITE. This claim is supported by *official documents*; *academics' published views*, and *in-depth interview* extracts, referred to in this research study.
2. The themes also highlighted the perceived importance of the practicum; a vital and central component to ITE programs as a whole, acknowledged as such across all data sources by being represented as a main theme in the *academics' published views* and *in-depth interview* responses as well as referred to in the official documents with particular reference to forming formal partnerships between universities and schools.
3. Interest groups (linked to the sources) responded to the Commonwealth's assumption of increased control over ITE in various ways. Themes highlighted responses pertaining to adaptation; increased workload, and organised team-work.
4. Changes to ITE, with particular reference to the practicum, were considered as both *real change*, and *just policy change*; dependent on whose view at the time was being expressed within the sources' data. What is interesting to note here is that theoretical directions to higher education institutions (e.g. from Government; AITSL) were not always practically possible. There were implementation and logistic issues, pertaining to timelines, responsibilities, and expectations; directly emerging from the themes: theoretical vs practical; political motivations; formal partnerships; partnership concerns, and increased accountability. What was considered as a theoretically good idea was perceived at times to not work in practice.
5. Expressed views from the *in-depth interviews*, also directly linked to whom the practicum served. A shared commonality within the *in-depth interviews* and *academics' published views* directly linked with the *practicum*. Regularly, pre-service teachers were identified with this foci and in turn, school students were also served by the practicum.

## 5.2.6 Mapping and interpretation of the data

Upon establishing the main themes through *critical analysis*, the researcher then *interpreted* and mapped-out the data as a whole. With categories, similarities, and patterns identified through the coding, indexing, and charting stages, the researcher’s focus was then drawn to a systematic approach that identified concepts, and provided explanations. This approach is supported by Ritchie and Spencer (1994).

Guided by the overarching research questions and by the themes and associations that arose from the sources data, the researcher reviewed all information, establishing a holistic picture by “weighing up the salience and dynamics of issues, and searching for a structure rather than a multiplicity of evidence” (Ritchie & Spencer, 1994, p. 186). This process involved the researcher making decisions by being immersed in the data, eventually leading to the identification of concepts.

Within this section of analysis, the below table (Table 5.16) draws reference to the guiding questions that assisted with the identification of concepts. The below *FA* and *CDA* guiding questions were referred to, simultaneously within this stage of analysis.

Table 5. 16 Mapping and interpretation of the data

<b>Mapping (FA step 5) and interpretation of the data (CDA step 8)</b>	
<b>FA guiding questions (Diagnostic: examining the reasons)</b>	<b>CDA guiding questions (Diagnostic)</b>
What specific findings arise from the results of the analysis of data? <i>(interpretivism)</i>	What do the specific findings mean? <i>(critical theory)</i>

### 5.2.6.1 *What specific findings arise from the results of the analysis of data?*

Emerging from the results arose three specific findings. These are:

- Business paradigms dominate ITE programs; through content, assessment and the practicum.
- *Wicked problems* (Southgate, Reynolds, & Howley, 2013) continue to exist with the teacher practicum, inclusive of two enduring trends in ITE policy (critique and response).
- The Commonwealth has assumed increased control over ITE.

These specific findings are discussed and expanded upon in Chapter 6, leading to an overarching central finding. However, a succinct summary is provided in the following research study section (5.2.6.2).

#### 5.2.6.2 *What do the specific findings mean?*

- Business paradigms dominate ITE programs; through content, assessment and the practicum. Universities and schools are being affected. In turn, society too will be impacted upon, through the quality of teaching.
- *Wicked problems* (Southgate, Reynolds, & Howley, 2013) continue to exist with the teacher practicum: there are fundamental differences between the way in which the Government and the ITE providers are approaching ongoing issues about ITE despite universal agreement that the practicum is a highly valued; central, and critically important component of ITE. These ongoing issues are inclusive of two enduring trends within the practicum (critique and response), contributing to an unstable foundation for establishing and maintaining robust ITE policy.
- The Commonwealth has assumed increased control over ITE: implications and outcomes, inclusive of the practicum, are undermining the profession.

Through the identification of discourses and constructs that enabled themes to emerge, results were collated to provide detailed explanations of the specific findings, leading to an overarching central finding in Chapter 6.

# CHAPTER 6: ADDRESSING THE ISSUES

## 6.1 Introduction

Chapter 6 seeks to integrate the results, specific findings, analysis, researcher's interpretation, and synthesis, leading to an overarching central finding (6.3). This is presented through the organisation of the chapter and the *FA mapping* and *CDA presentation of the findings* based on their guiding questions, both of which provide a foundation for the conclusions.

Through the use of the guiding questions, information is continuously related to the *problem statement*, *purpose*, and *research questions*, with each chapter section addressing a specific finding. The chapter sections are: subordination to business paradigms; fundamental differences, and Commonwealth control over ITE.

Conclusive answers are not provided to the research issues; however, the specific findings lead to an understanding about the underlying factors affecting ITE social and public policy issues. The nature of the issues and their intentions are illuminated, on what is actually conjectured about the actuality of the social and public policy issues, as first referred to in 1.8.

This is achieved by identifying connections to the phenomenon and providing clear and concise statements of what is now known from the specific research findings, leading to the overarching central finding. In turn, the *central research question* is addressed and recommendations are provided, for further research that may initiate new questions for additional study.

## 6.2 Connections leading to the central phenomenon

Through the *mapping (FA)* and *presentation of the findings (CDA)*, the researcher moved beyond organising the analysis of the data to understanding the information.

Additionally, through the simultaneous application of *CDA* and *FA*, evidence was provided to emphasise the relevance of key issues and findings. The research study moved beyond simply interesting findings, to enabling the researcher to inform the reader about why the findings actually matter.

Guiding questions assisted this process and were deemed necessary by the researcher in order to provide the basis for the *mapping* and *presentation of the findings*. The guiding research questions are listed in the following table:



Table 6. 1 Mapping and presentation of the findings

<b>Mapping (FA step 5) and presentation of the findings (CDA step 9)</b>	
<b>FA guiding questions</b> (Evaluative: Appraising the effectiveness of what exists)	<b>CDA guiding questions</b> (Evaluative)
What connections and phenomenon are identified? ( <i>interpretivism</i> );  What explanations arise? ( <i>interpretivism</i> )	What historical and on-going evidence is provided to emphasise the relevance of the specific findings? ( <i>critical theory</i> ).

The connections and phenomenon are first discussed. Aligned to *FA*, the data is collectively brought together.

Ritchie and Spencer (1994) describe this as pulling together key characteristics of the data to map and interpret the data set as a whole. They suggest this step can include the description and clarification of concepts, representing the range and nature of phenomena within the data (Parkinson, Eatough, Holmes, Stapley, Midgley, 2016, p. 122).

An important function was to identify the form and nature of the central phenomenon and map the connections. *Teacher-quality* was identified as this phenomenon through the researcher's interpretation of the data. However, it is important to note that through reflection, the interpretive process, itself, was fully considered by the researcher. Taylor (1971) writes:

But how does one know that [an] interpretation is correct? Presumably because... what is strange, mystifying, puzzling, contradictory is no longer so (Taylor, 1971, p. 5).

The interpretive process that was used by the researcher to ascertain findings for this study involved a recommendation from Srivastava and Thomson (2009) to make use of a diagram to assist in the interpretation of the data. Within the scope of this research study, this was represented as a detailed concept map. Additionally, in-depth discussions with the principal supervisor also occurred, leading to a consensus about the data's interpretation.

As a result, the concept map of *teacher-quality* as phenomenon was established as the key reference point by which to interpret all data. Connections to the phenomenon are illustrated on the *Teacher-quality as phenomenon* concept map (Figure 6.1) which is referred to when discussing the specific findings throughout the remainder of this chapter.

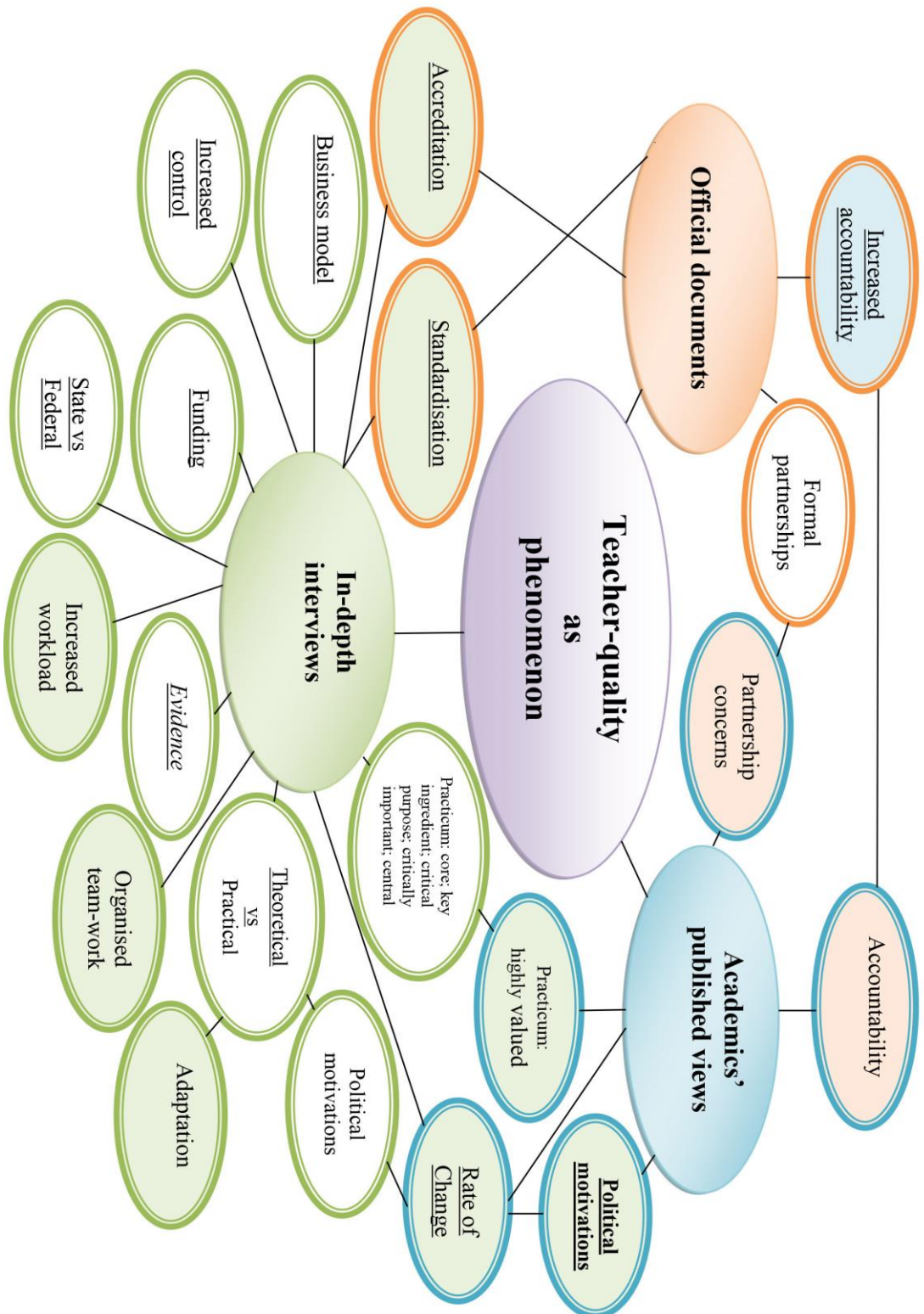
Represented on the following concept map (Figure 6.1), are the three sources of data: *official documents* (orange); *in-depth interviews* (green), and *academics' published views* (blue). Identified themes pertaining to each data source, are illustrated in the same colour of the associated source via framing in the same colour. However, some themes are presented in two colours (filled with one colour and framed with another). The rationale for this approach was to illustrate the connection of the theme(s) with two data sources.

Additionally, some themes (whether dual coloured or not) are underlined on the concept map. As previously referred to in 5.2.5.4, the *political motivations* theme carried across all sources of data; either as a main theme or a sub-theme. Therefore, the *political motivations* as a main theme, derived from *academics' published views*, is underlined and highlighted in bold font and connected sub-themes are also underlined, but not highlighted in bold font.

Furthermore, themes that emerged in one source of data, are coloured the same (in full) as the associated data source. For instance, evident at the bottom of the concept map (Figure 6.1) the themes *increased workload*; *organised team-work*, and *adaptation* are presented in the same colour as the *in-depth interviews* data source (represented in a larger green oval). As previously stipulated, these three themes were commonly represented only across the *in-depth interviews'* data.

Additionally, the theme *evidence* is presented a little differently from other themes on the concept map. The researcher made the decision to place this underlined theme in italics because of its regular association with only one interview participant. Yet, it was a re-occurring theme across other data sources; hence, the theme is also underlined.

Figure 6. 1 Teacher-quality as phenomenon concept map



### 6.2.1 Subordination of ITE programs to business paradigms

Business paradigms dominate ITE programs. This is historically evident (discussed in Chapter 2) and still relevant, today in content, assessment, and the practicum through the imposition of one solution on all subsidiaries, no matter what the context. This specific finding arose from the simultaneous analytical use of *FA* and *CDA* with the three sources of data ascertained by the researcher. It was confirmed and completed through the *Multiple Triangulation* approach incorporating *Data-Analysis Triangulation* and *Data Sources Triangulation* (Casey & Murphy, 2009). By collecting, analysing, and cross-checking various perspectives from the different sources of data, the researcher determined through close observation and scrutiny of the related genres, discourses, and styles, that a *lexicalisation* occurred which shaped *teacher-quality* as phenomenon.

Through business paradigms, this occurred across the three sources of data and as a result, the research enabled a comprehensive depiction of the phenomenon to be established and different dimensions to be revealed. The connections leading to the phenomenon are represented in the *Teacher-quality as phenomenon* concept map (Figure 6.1), confirmed at the end of the analysis by the *Multiple Triangulation approach: Themes* (Figure 5.4).

The *Multiple Triangulation* approach of various types of data sources, obtained using different approaches over a period of time, also tested credibility and dependability. Discernment about the similarities and differences of varying qualitative data, illuminated important issues. Furthermore, all collected information was regularly monitored throughout the entire analytical process; an approach supported by Denzin and Lincoln (2011).

As such, explanations about the interpretation and synthesis are now provided, with conclusions logically tied together, providing consistency and confidence in the credibility and dependability of the information.

Findings that arose from the re-occurring themes, across the three sources of data, connected to business paradigms. Two findings in particular, strongly resonated across the sources and enabled conclusions to tie together; hence, they carried particular interest and are discussed in this concluding chapter.

A business model is being utilised where approaches from other professions are being implied to ITE. As such, these changes to ITE centre upon bureaucratic decision making that is designed

to meet current economic needs; hence, these changes are *just policy change*, not *real change*, as they are not related to the essence of teacher education but to imposed external factors.

These approaches were made evident within ITE, through the use of business styled language, policy implementation practices, and bureaucratic demands upon the teaching profession as a whole. Represented across the *Teacher-quality as phenomenon* concept map (Figure 6.1) and the *Multiple Triangulation* (Figure 5.4), themes commonly associated with business paradigms are presented: *funding; business model; theoretical vs practical; evidence; accreditation; standardisation; increased accountability; increased control*, and *rate of change* across the *academics' published views; in-depth interviews*, and *official documents* sources of data. Further supporting this claim are responses referred to earlier in this thesis:

**P4.Q2.S3** things are being implied from one profession to the other... to satisfy some government... intervention (Appendix E, Chart 2);

**P5.Q3.S2** I think what's happened is that the government in some way has looked at the medical profession teaching hospitals and presumed that this is the model that we can run in education. But it's not a good analogy (Appendix E, Chart 2).

It is important to note here that the business paradigms are driven by the Commonwealth Government, through the *standardisation* of the teaching profession (teacher standards; ITE content; ITE program assessment; pre-service teacher assessment; teacher practicum) and through *accreditation* processes (ITE program accreditation, individual teacher accreditation).

*Standardisation* and *accreditation* are both represented on the *Teacher-quality as phenomenon* concept map and the *Multiple Triangulation approach themes* diagram. Evident, are the crossed-over lines linking these two themes to the *official documents* and the stream-lined lines to the *in-depth interviews*. It is interesting to note that leaders in ITE within academic and administrative education fields commonly referred to *standardisation* and *accreditation* as individual discussion points. In contrast, in the *official documentation* these two themes were often focussed upon together, on the same pages; clearly interconnected as national requirements upon the teaching profession. Leaders in ITE acknowledged the connection between *standardisation* and *accreditation* but often these two themes were considered as two separate requirements that needed to be met, adding to professional workloads and demands.

Furthermore, these two themes are presented as underlined text (inclusive of other underlined themes) within the concept map (Figure 6.1); directly connected to business paradigms through

political motivations; another theme presented in bold, underneath the *academics' published views* area.

Another finding that resonated across the data directly referred to leaders in ITE within academic and administrative education fields. In reference to ITE content, assessment, and the practicum, it became apparent through analysis and *Multiple Triangulation* that there was an absence of assertiveness in the leaders' own responses to business paradigms. Academics and leaders in ITE alike, were clearly bogged-down with the rate of change within ITE, the *increased workloads, increased levels of accountability*, the requirements of establishing *formal partnerships*, providing *evidence* of the impact of ITE programs, and finding ways to implement action of theoretical bureaucratic decision making; often expressing the view that there was no time for anything else. Ideologically, there were good ideas but at an operational level, these remained a problem.

What became apparent, was that ITE leaders were commonly in a back-foot position of *response* to bureaucratic decision making. The argument pertaining to a lack of funding was raised as a common challenge in order to meet the requirements of business paradigms but through critical analysis and interpretation of the data, the researcher considers that this response missed the main point.

Asserting leadership and initiative in ways that counter-acted business paradigms, were never possibilities raised. The establishment of a consortium, certainly showed initiative; albeit, it can also be considered an action that was still in response to the Commonwealth's assumption of increased control over ITE.

In reference to the *Teacher-quality as phenomenon* concept map and the *Multiple Triangulation approach themes* diagram, the *academics' published views' themes* and *in-depth interviews' themes* demonstrated how business paradigms were at work in ITE: *accountability*; the required implementation of *formal partnerships* (with concerns of such partnerships, raised); identified *political motivations* of national consistency and efficient standardised approaches; *theoretical* decisions being made versus *practical* implementation challenges; the *rate of change* and need for *adaptation*; *organised team-work*; *evidence*; *funding*; *increased control* over the teaching profession, and the acknowledgment of *state vs federal* government complexities, all represented in Figure 6.1.

However, rising above all of these themes was the acknowledgement, across all data, that the practicum was *highly valued*; *core*; a *key ingredient*; held *critical purpose*; was *central* to ITE

programs, and was *critically important*. It is this understanding that can be considered as *key* to identifying the misplacement of business paradigms to ITE. The practicum is heavily reliant upon human ingenuity and is “something that cannot be rendered simple” (Reid, 2011a, p. 387). Business paradigms imply the imposition of one solution involving standardised approaches, governing content, assessment, and the practicum. The teaching profession and the public at large should care about such approaches. Over time, society will be impacted upon through the quality of teaching that arises from business paradigms. *Teacher-quality* is a phenomenon that has always been sought after from ITE providers and the teaching profession, at large. It is vital that the integrity of such a pursuit is upheld.

### 6.2.2 Fundamental differences impinging on the practicum

*Wicked problems* (Southgate, Reynolds, Howley, 2013) continue to exist with the teacher practicum. As stipulated in 5.2.6.2, there are fundamental differences between the way in which the Government and the ITE providers are approaching ongoing issues about ITE, despite universal agreement that the practicum is a highly valued; central, and critically important component. Furthermore, these ongoing issues are inclusive of two enduring trends within the practicum; critique and response.

These longstanding issues contribute to an unstable foundation for establishing and maintaining robust ITE policy and provide ongoing challenges for those teacher educators, who endeavour to respond to and contest critiques, while meeting Commonwealth Government imposed requirements upon the teaching profession.

Yet, in the quest to find agreement upon criteria in addressing such problems, the same partially effective recommended solutions to problems have continued to be implemented over time. As such, it is considered that these on-going repeated solutions, do not attempt to resolve *wicked problems* that plague the practicum but fuel the *wicked problem* that drives long-standing debate and failure in finding resolution.

This realisation was ascertained from the *FA* and *CDA* of the three sources of data, confirmed and completed through the *Multiple Triangulation* approach; the credibility and dependability of which was tested through the processes previously described in 3.8 and 6.2.2. The interpretation and synthesis of the data are now discussed, with conclusions logically tied together, leading to *teacher-quality* as phenomenon.

Commonwealth actions have been greatly influenced by “efficiency and economics” (Mayer, 2014, p. 464). It is considered that improving the status of teaching and the quality of teacher education, inclusive of practicum, are not the main motivations at all (Dyson, 2005; Mayer, 2014). Decisions are made by the government on economic grounds; not, on educational grounds. This is reflected in the *Teacher-quality as phenomenon* concept map (Figure 6.1) supported by the literature and research analysis; confirmed with the *Multiple Triangulation approach*.

The concept map illustrates associated themes connected with government main motivations, with particular reference to the *official documents*. These are: *accreditation*; *standardisation*; *increased accountability*, and *formal partnerships*; all, directly linked to *teacher-quality as phenomenon*. This illuminates an interesting finding; one that holds relevance and importance to the teaching profession. These themes resonated across the *official documents*, but by direct association, overwhelmingly reflected the Commonwealth Government’s foci in meeting its own agenda in relation to the teaching profession; an agenda focussed upon productivity, national prosperity, and being well-placed in a competitive global market. *Accreditation*, *standardisation*, and *increased accountability* have all been linked to the aforementioned foci within the Chapter 2 review and the qualitative analysis pertaining to this research study.

In light of other areas on the concept map, themes linked with the *official documents* are less in number, in comparison to other more complex areas. This structural feature is confirmed with the *Multiple Triangulation approach* (Figure 5.4); the greatest contrast occurring with the *in-depth interview* themes. This in itself, provides a visual representation of fundamental differences between the way in which the government and the ITE providers are approaching ongoing issues. The leaders in ITE within academic and administrative education fields are contending with a great number of issues that link to many themes, presented on the *Teacher-quality as phenomenon* concept map (Figure 6.1) and the *Multiple Triangulation approach* diagram (Figure 5.4). As such, the few resonating themes, linked to the *official documents*, are making a significant impact upon the teaching profession.

Educators are experiencing “a debilitating overload of political interference... in respect of teaching and teacher education” (Smyth, 2006, p. 310). Smyth (2006) draws upon Atkinson (2004) who describes what is happening in the teaching profession as a global shift “away from inquiry and interrogation and towards the purpose of serving policy” (Atkinson, 2004, p. 111). This is further supported by Ball (1999) who states this is due to “local manifestations of global



policy paradigms-policyscape” (Ball, 1999, p. 196) incorporating “centralisation and prescription” (Ball, 1999, p. 197).

The Commonwealth Government is approaching ITE through the mindset of efficiency and economics; business values and practices are being implemented in teaching in order to meet economic needs. As such, scientific management is alive and well.

However, analysis confirms that ITE providers are approaching their profession in a fundamentally different manner, where *teacher-quality* in educational terms is the primary concern; evident through *organised team-work; adaptation; increased workload*, and consistent views relating to the *importance of the practicum*. Additionally, fundamental differences are evident between the way in which the government and the ITE providers are approaching ongoing issues, inclusive of the two enduring trends within the practicum.

The *Teacher-quality as phenomenon* concept map (Figure 6.1) alludes to the two trends of critique and response. Critique, fuelled by continued government presence in ITE; response actioned upon by ITE providers. For instance, within this research study, this is reflected within the concept map through the connections between *political motivations* and other linked themes (represented by underlined text). Furthermore, *increased accountability; accreditation*, and *standardisation* connect to many other themes within the concept map. Such representations, highlight the interconnectedness of these areas with the interviewed leaders in ITE (*in-depth interviews*) and the academics (*academics’ published views*).

However, what is of importance here is the identification of the nature of the associations between these different areas on the concept map. Themes previously identified with business paradigms, stemming from Commonwealth Government control over ITE, in turn dominate all sources of data and their associated themes; represented on the concept map (Figure 6.1); thus, illustrating positions of monitoring stemming from critique and ITE providers’ response. For instance, the concept map illustrates the many themes that arose from the *in-depth interviews*; directly connected to *accreditation, standardisation, and accountability* implementations, due to sustained official scrutiny over the teaching profession.

### 6.2.3 Commonwealth control over ITE

The evidence presented up to this point clearly demonstrated the Commonwealth Government has assumed increased control over ITE. As discussed in Chapter 2, the introduction of the Unified National System in 1989 began to place increased demands from the government on

ITE providers, primarily due to funding arrangements. However, in the current educational context, the Commonwealth Government not only funds universities, but through the introduction of the AITSL Standards, has enabled a means for driving its own agenda in relation to the teaching profession; a government agenda that has led to substantial changes in the teaching profession. University ITE programs that were once autonomous, are now increasingly accountable to external control. Through *official documentation*, reoccurring information referred to:

There are rigorous requirements that must be met for national accreditation (section 5.11);

AITSL implements key aspects for the Commonwealth Government (section 5.11);

Large-scale standardised performance tasks are implemented and used for monitoring and policy making (section 5.11).

The Commonwealth's assumption of increased control over ITE, inclusive of the practicum, has implications and outcomes that are undermining the teaching profession. This realisation was ascertained from the three sources of data, through the simultaneous analytical use of *FA* and *CDA*, confirmed and completed through the *Multiple Triangulation* approach, as described in 6.2.2. Importantly, credibility and dependability were also considered, throughout and were tested through the processes previously described in sections 3.8 and 6.2.2.

The interpretation and synthesis of the data are now discussed, with conclusions logically tied together. The finding resonated across the sources, leading to *teacher-quality* as phenomenon.

In light of the scope of this research study, what became clear from the data was the Commonwealth's policy of centralisation and marketisation of education is undermining commonwealth-state partnerships and the capacity to respond positively to local, regional, and state educational needs. The NSW Teachers Federation (2015) supports this claim and states:

The NSW Teachers Federation and the national union, the Australian Education Union (AEU), have previously cooperated with the work of the Australian Institute for Teaching and School Leadership (AITSL) since it was established. Key to this cooperation has been the right for the teaching profession to be represented on the AITSL Board and its committees by AEU members. The nature and role of AITSL, however, have been changed. On 3 June 2015, Federal Education Minister Christopher Pyne wrote to the AEU to say that the AITSL board is no longer to be comprised of representatives from educational

organisations. Instead of the teaching profession being represented by members of the AEU, the AITSL Board is now comprised of the direct political appointments of the Federal Education Minister (“NSW Teachers Federation”, 2015, para. 1-3)

In response, the AEU Federal Executive made the decision:

To cease cooperation with the current politicised AITSL and its work; and continue to support the implementation of professional standards, practices and processes that have been initiated by AITSL prior to June 2015, and negotiated into industrial awards, agreements and teacher registration / accreditation requirements. Federation supports the AEU decision as does every state and territory teacher union branch. As well, the national union that covers teachers in the non-government sector, the Independent Education Union (IEU), has taken a similar stance. Accordingly, members are to be advised that the policies, practices and processes produced by AITSL from June 2015 are not necessarily to be accepted as educationally sound or reflective of the views of the teaching profession (“NSW Teachers Federation”, 2015, para. 4-6)

Additionally, Commonwealth Government and AITSL’s external control of the teaching profession is de-professionalising the relationships between schools and ITE providers; this in turn, is undermining the teaching profession. *Standardisation* has placed the identities of local community and their cultural practices at risk. This claim is supported by Arenas (2005); thus, undermining a state’s capacity to respond positively to local, regional, and state educational needs, inclusive of ITE. Participant views included:

The standards are driving consistency and contributing to a loss of creativity – a one-size-fits-all model does not work across different educational contexts (section 5.12);

The standards are changing approaches to the practicum - focus is moving from content based-approaches to standards and evidence-based approaches (section 5.12);

Accreditation standards that don’t differentiate between teaching disciplines and the pedagogical needs of individual teaching disciplines, risk not dealing with teaching discipline complexities (section 5.13);

**P5.Q1.S5** Many of the teachers that ah we work with, cooperating teachers in the schools, they would say that giving the control to an external body is, at the distance like the Commonwealth, is inappropriate because it is de-professionalising what it is that is happening in that partnership in the school between the initial teacher ed student and that school and that person (Appendix D, Table 6);

**P5.Q2.S3** On the other hand, what you lose is that kind of individual creativity for context and if you try and think about running the same kind of structure and framework in Tasmania, as you might in CBD schools in Melbourne or Adelaide to schools in ah Western Sydney, where Mary is, or even schools in outback WA, south, you know, the one size fits all model doesn't work (Appendix D, Table 6).

In this regard, it should be recognised that the Commonwealth Government's actions in undermining the states' capacity to respond positively to local, regional, and state educational needs, inclusive of ITE, are possible because state systems of education require existing federal revenue streams in order to continue to function. The problem is that the states' access to additional federal revenue has come at the price of implementing increasingly centralised and marketed national educational approaches.

Connections to this finding are represented in Figure 6.1 and confirmed through the *Multiple Triangulation* (Figure 5.4). Resonating themes aligned with those referred to in 6.2.2, with the addition of another theme, pertaining to this specific finding. As previously mentioned (6.2.2) *standardisation* and *accreditation* were often focussed upon together in the *official documentation*; interconnected as national requirements upon the teaching profession. However, represented above these themes in Figure 6.1, is another; namely, *increased accountability*. This theme, like other themes previously mentioned, is underlined and as such is directly linked to the Commonwealth Government's *political motivations*.

These motivations aligned to *in-depth interview* responses, overwhelmingly represented in the data as: *increased accountability* that eventuated in *increased workload*; providing *evidence* of the impact of ITE programs; the need for *adaptation* in an educational context experiencing incredible *rates of change*, and finding ways to implement action to *theoretical* bureaucratic decision making, as previously raised in 6.2.2.

Resonating thoughts and responses about government intervention from leaders in ITE (within academic and administrative education fields), focussed upon the practicalities of national requirements. The practicalities of the implementation of Commonwealth Government decision making was at times raised in responses. The associated theme to these thoughts and responses (*theoretical vs practical*) is represented in Figure 6.1 (as an underlined theme, linked to political motivations) as well as confirmed in the *Multiple Triangulation approach themes* diagram (Figure 5.4).

The aforementioned themes all link to *teacher-quality* as phenomenon. However, the themes' connection to *teacher-quality* within the scope of the specific finding (discussed in this section

of the thesis), is very different to the link that other specific findings share. The connection to *teacher-quality* as phenomenon, leads to the overarching finding of this thesis (6.3). In turn, addressing the central research question of *Who owns the practicum?*

### **6.3 A matter of teacher-quality**

The idiom that “the quality of an education system cannot exceed the quality of its teachers” (McKinsey & Company, 2007, p.16) resonates loudly, across many education and broader community contexts. However, political motivations that have aligned to this widely referred-to idiom do not resonate but permeate through ITE and communities, in such a way that the integrity of the original message is lost.

Therefore, so too has the meaning of *teacher-quality* been affected. As stipulated in the Chapter 2 review, the increased focus on *teacher-quality* reflects the changes that have occurred in understanding the economy (Call, 2018). “Whilst in the past economic growth was seen in terms of product, knowledge is now understood to be crucial to economic progress and power” (Call, 2018, p. 95). One way that government has approached this economic agenda, is through *teacher-quality*.

Hence, *teacher-quality* is not at the heart-of-the-matter with the Commonwealth Government and as a result, the nature of *teacher-quality as phenomenon* and connected intentions, become apparent. What is at the heart-of-the-matter for government is national prosperity and productivity, in order for government and business to be more competitive in a globalised market.

Therefore, an underlying ambiguity of *teacher-quality as phenomenon*, exists. Such ambiguity is reinforced by ITE providers who cannot agree upon a definition of *teacher-quality*. Language plays a primary role in understanding. Language-use can cause (at the very least) confusion and at its most powerful, a lack of trust.

For example, for these dedicated ITE leaders, *teacher-quality* is at the heart of what they do, not simply core business. As the review in Chapter 2 showed, it is considered as central importance in preparing future educators for the teaching profession and is aimed for in every practicum, in every context. Yet, this ambiguity does not rest upon government and its business agenda over and against ITE providers’ varying understandings of *teacher-quality*; it digs deeper; leading to the overarching finding of this research study and in turn leading to a response to the central research question, with future recommendations.

The Commonwealth Government is using the underlying ambiguity of *teacher-quality as phenomenon* to enable the setting of standards, through AITSL, to be in-line with their own plans in setting their own agenda; in turn leading to their own interpretation of *teacher-quality*; implying a deficiency or inadequacy of quality in current teaching practice that suits the economic needs of government. Furthermore, these actions are surreptitiously establishing an unstable and ongoing lack of trust, between academics in the field of ITE and government.

ITE academics' vision of *teacher-quality* is not in-line with the way in which the phenomenon of *teacher-quality* is being used by the government. As such, this fosters a lack of trust between government and ITE providers. A lack of trust that can be considered to significantly contribute to the teaching profession losing control of its own profession, inclusive of the practicum; a vital component to any ITE program that serves not just its ITE students but the entire teaching profession, communities, and very importantly - future generations of learners.

Despite unanimous agreement that the practicum holds great significance with the current and future teaching profession, government is using the practicum as a means to its own economic end. As such, government, business and the communities that they serve, do not own the practicum. They are using the practicum for their own various needs.

It is the universities that uphold the integrity of the practicum. not through policy implementations or requirements, but through philosophical underpinnings of ontological and epistemological positions, connected to life-long learning and education. Of the three contenders for *owning the practicum*, outlined at the beginning of this thesis and emerging from the detailed analysis conducted, the answer to the central research question rests with the universities; they own the practicum.

Therefore, the recommendation of this thesis is that ITE providers need to take the lead of policy discussion and find a way to rise above increased workloads and bureaucratic control. Taking the initiative and action in ways that continually counter-argue those in power, is simply not enough. Teacher educators need to be courageous, respectfully strategic, and fully engage in evidence-based dialogue in order to actively lead public and political debate about the extent of teacher preparation and its effectiveness, within Australia. A starting point is facilitating large scale cross-institutional collaborative research projects, that focus upon ITE. Such research will assist in establishing what is shared understandings amongst policy makers, teacher educators, mentor teachers and ITE students about *teacher-quality* and what it authentically means.

# APPENDICES

## Appendix A: Ethics

### Email invitation



To:

Re: **Who Owns the Practicum? Teaching Practicum Policies in Three Australian States.**

From: Loretta Bowshall, PhD candidate, The University of Adelaide

Dear ... ,

I am writing to ask if you would consent to be interviewed as part of the research I am conducting titled 'Who Owns the Practicum? Teaching Practicum Policies in Three Australian States.' Your involvement may contribute to the project matter.

Further information about the research and the interview are outlined in the Participant Information Sheet. The accompanying questions cover what I wish to address in the interview. You would be free to raise related information.

Your participation is completely voluntary. If you agree to participate, you can withdraw at any time before the study has been completed. Please contact me on: [number removed for this thesis] should you wish to discuss any matters further. If you are willing to participate, please complete the accompanying consent form and email to [email removed for this thesis].

Yours sincerely,

Ms Loretta Bowshall

This research has been approved by The University of Adelaide Human Research Ethics Committee (number removed for this thesis). Please do not hesitate to contact me if you want more information about the study. If you have any concerns that you do not wish to discuss with me directly, contact Dr Margaret Secombe as the academic supervisor of the PhD inquiry for which I am conducting this study.

Dr Margaret Secombe	Ms Loretta Bowshall
Adjunct Senior Lecturer School of Education Faculty of Arts The University of Adelaide Ph. [number removed for this thesis] Email: [email removed for this thesis]	PhD candidate School of Education Faculty of Arts The University of Adelaide Ph. [number removed for this thesis] Email: [email removed for this thesis]

### Interview Questions

1. How have the various interest groups you are linked to responded to the Commonwealth's assumption of increased control over initial teacher education?
2. From your observations, what are the implications and outcomes of the Commonwealth assuming increased control over initial teacher education?
3. What are your views on the changes to initial teacher education, with particular reference to the practicum?
4. How do you see the importance of the practicum in relation to initial teacher education programs as a whole?
5. Whom does the practicum serve and who owns it?



## PARTICIPANT INFORMATION SHEET

**PROJECT TITLE: Who Owns the Practicum? Teaching Practicum Policies in Three Australian States**

**THE UNIVERSITY OF ADELAIDE HUMAN RESEARCH ETHICS COMMITTEE APPROVAL NUMBER:**

[removed for this thesis]

**PRINCIPAL INVESTIGATOR: Dr Margaret Secombe**

**STUDENT RESEARCHER: Ms Loretta Bowshall**

**STUDENT'S DEGREE: PhD candidate**

Dear Participant,

You are invited to participate in the research project described below.

### **What is the project about?**

The research project aims are to examine the implications and outcomes associated with the Commonwealth's increased control over initial teacher education, and to investigate how the various interest groups respond to this. The findings are expected to focus on the significance of the teaching practicum and add to professional and public discourse concerning initial teacher education.

### **Who is undertaking the project?**

This project is being conducted by Ms Loretta Bowshall. This research will form the basis for the degree of PhD in Education at The University of Adelaide under the supervision of Dr Margaret Secombe and Dr Grant Rodwell. There are no commercial sponsors, external partners, and funding.

### **Why am I being invited to participate?**

I wish to seek experienced professional educators' perspectives on this matter. As a leader involved in academic and/or administrative fields of teacher education you are being invited to take part in an interview.

### **What will I be asked to do?**

The interview will be conducted in the following manner:

- You will be individually interviewed and recorded at either a mutually agreed premise near or at your workplace or The University of Adelaide grounds at the School of Education, 10 Pulteney Street, Adelaide.
- Only one 20-minute interview will be required with the use of an audio digital recording device.
- There will be no follow up requirements, but you will have access to your transcript and the opportunity to respond if you felt the need.

### **Are there any risks associated with participating in this project?**

There are no foreseeable risks.

**What are the benefits of the research project?**

The benefits of the project may result in the participants having an opportunity to contribute their voice and professional views on the project matter, as well as add to professional and public discourse concerning initial teacher education.

**Can I withdraw from the project?**

Your participation in this project is completely voluntary. If you do agree to participate, you can withdraw from the study at any time with no implications. However, withdrawal of your data will only be possible up until the submission of the thesis.

**What will happen to my information?**

Information and project records will be confidentially and securely placed on a password secured portable hard drive, stored in a private 'locked up' office cabinet. All information will be kept for five years and only Loretta Bowshall (interviewer) and the supervisors will have access to the information. Information will be used to ascertain perspectives on initial teacher education and results will be reported and publicised in the PhD thesis. A summary of the results will be made available in writing to you as a participant on successful completion of the thesis. Journal articles may eventuate from the project. You have the option of anonymity or you can choose to be identified in the thesis and any possible future journal articles. You will have access to your entire transcript and the option of omitting any parts of transcripts you deem necessary. There is no plan for data to be used in any future research.

**Who do I contact if I have questions about the project?**

You can contact Dr Margaret Secombe (primary contact) and/or the other researchers to ask questions about the study. All contact details are provided at the bottom of this participant information sheet.

**What if I have a complaint or any concerns?**

The study has been approved by The University of Adelaide Human Research Ethics Committee (approval number: removed for this thesis). If you have questions or problems associated with the practical aspects of your participation in the project, or wish to raise a concern or complaint about the project, then you should consult the Principal Investigator. Contact The University of Adelaide Human Research Ethics Committee's Secretariat on phone [removed for this thesis] or by email to [removed for this thesis] if you wish to speak with an independent person regarding concerns or a complaint, the University's policy on research involving human participants, or your rights as a participant. Any complaint or concern will be treated in confidence and fully investigated. You will be informed of the outcome.

**If I want to participate, what do I do?**

If you would like to participate in the study, I invite you to email Ms Loretta Bowshall. The email address is [removed for this thesis] or call: [number removed for this thesis]. Signed consent forms can be attached to email correspondence or collected prior to interview. Alternatively, you are invited to contact Dr Margaret Secombe on: [number removed for this thesis]

Yours sincerely,

Dr Margaret Secombe  
Adjunct Senior Lecturer  
School of Education  
Faculty of Arts  
The University of Adelaide

Dr Grant Rodwell  
External Supervisor  
Faculty of Education  
The University of Tasmania

Ms Loretta Bowshall  
PhD candidate  
School of Education  
Faculty of Arts  
The University of Adelaide

N.B. emails removed for this thesis.

**The University of Adelaide Human Research Ethics Committee (HREC)**

**CONSENT FORM**

1. I have read the attached Information Sheet and agree to take part in the following research project:

<b>Title:</b>	<b>Who Owns the Practicum? Teaching Practicum Policies in Three Australian States</b>
<b>Ethics Approval Number:</b>	<b>Removed for this thesis</b>

2. I have had the project, so far as it affects me, fully explained to my satisfaction by the research worker. My consent is given freely.

3. Although I understand the purpose of the research project it has also been explained that involvement may not be of any benefit to me.

4. I have been informed that, while information gained during the study may be published, I have the option of anonymity or I can agree to be identified and my personal views will be divulged. It has been explained to me that I have the option of omitting parts of the transcript after viewing.

5. I understand that I am free to withdraw from the project at any time.

6. I agree to the interview being audio recorded. Yes  No

7. I am aware that I should keep a copy of this Consent Form, when completed, and the attached Information Sheet.

**Participant to complete:**

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Researcher/Witness to complete:**

I have described the nature of the research to \_\_\_\_\_  
(print name of participant)

and in my opinion, she/he understood the explanation.

Name: \_\_\_\_\_ Position: \_\_\_\_\_ Date: \_\_\_\_\_

**Please choose one of the options below.**

I want to be anonymous or I agree to be identified

Signature: .....

Signature: .....

## Appendix B: Familiarisation and establishment of the context

Table 1: Official documents - context

Context establishment (CDA)				
Source and author(s) Who authored the sources?	Who is the publisher and where was the source produced?	Where and when was each source written?	Did any extensive social, political or professional isolated or joint dialogue connect to the source(s)?	At the time of publication what was the response to the source(s)?
<p>1. Action now: Classroom ready teachers</p> <p>TEMAG: Craven, G., Beswick, K., Fleming, J., Fletcher, T., Green, M., Jensen, B., Leinonen, E., Rickards, F.</p>	<p>DETE: Canberra, ACT.</p>	<p>Jointly written by TEMAG members from: NSW, SA, TAS, VIC.</p> <p>Creation date: December 2014</p> <p>Released: 13 February 2015</p>	<p>Melbourne Declaration on educational goals for young Australians, 2008;</p> <p>Minister Pyne established TEMAG (19 February 2014);</p> <p>Commonwealth mainly funds teacher education, providing \$600 million in 2014 across 450 programs and 48 institutions;</p> <p>Australian student performance (measured by OECD) had declined;</p> <p>Minister Pyne stated that the decline needed to be arrested (2015);</p> <p>Minister Pyne stated that research highlights ways to improve student performance by improving teaching quality (2015).</p>	<p><b>ACDE (President, Tania Aspland):</b> supported the report initiatives and stated: “Government has identified professional experience or the “practicum” as the most important part of teacher preparation programs. Investing in quality professional experience for pre-service and professional mentor teachers is the best move governments can make towards immediate and sustainable improvements in teacher quality and student learning”...The Federal Government’s response to the TEMAG Report recommendations said that timely, high-quality, structured and supported practical experience was critical for teacher education students to develop the knowledge and skills they needed to be effective teachers. Students should receive professional experience as early in their initial teacher education training as possible” (Aspland, 2015).</p> <p><b>ACEL:</b> (Perth forum 13 March 2015): 34 educators across government, independent, catholic school systems and the university sector expressed that the report [TEMAG] would not change teacher education.</p> <p><b>AITSL:</b> welcomed the report; “The recommendations aim to ensure teachers are given opportunities to connect what they learn at university with real-world practice, with the aim of increasing their confidence and improving their skills prior to starting teaching...consultations will help inform an upcoming TEMAG forum facilitated by AITSL” (“AITSL”, 2017, para. 3).</p> <p><b>Australian Government:</b> welcomed the report; endorsed 37 out of 38 recommendations. The recommendation of a national regulator of teacher education courses was not supported; the Government chose to utilise existing bodies in each State/Territory to achieve this outcome (Australian Government, 2015, p. 5);</p> <p>“The Australian Government agrees that timely, high quality, structured and supported practical experience is critical for teacher education students to develop the knowledge and skills they need to be effective teachers. The Government believes this experience should be provided to students as early in their initial teacher education training as possible...The Government will instruct AITSL to establish and publish the essential requirements for practical experience, identify best practice examples in Australia, and model partnership agreements and other supporting materials for universities” (Australian Government, 2015, p. 7).</p> <p><b>NSW response:</b> NSW BOSTES; NSW DEC; Catholic Ed Commission NSW; AIS NSW: acknowledge the initiatives but there are points of difference. In reference to the practicum:</p> <ul style="list-style-type: none"> <li>• “NSW believes the arrangements generally applying to professional experience placements have been inadequate and are in need of strong new</li> </ul>

				<p>frameworks and arrangements across all the relevant parties to provide a more credible professional structure to this component of teacher education;</p> <ul style="list-style-type: none"> <li>• there is, or should be, a more serious integration between university-based study of the theory and practice of teaching and learning and a systematic, formally structured school placement;</li> <li>• schools are not teacher education institutions and the specialisations of teachers are, and should be, primarily directed at the teaching of school students. School-based teacher education, if resourced to genuinely attempt to be a serious program, would be inordinately expensive, intrusive to the work of the school and ineffective in preparing teachers to work in schools with different characteristics [and]</li> <li>• there is a necessity to more fully develop aspects of models for university-school integration of teacher education” (NSW BOSTES et al., n.d., p. 15).</li> </ul> <p><b>SA response:</b>  <b>TRB SA</b> acknowledged all-but-one report recommendation - agrees with the Federal Government that accreditation of providers remain with States and Territories;</p> <p><b>TAS response:</b>  <b>TRB TAS</b> acknowledged all-but-one report recommendation - also agrees with the Federal Government about accreditation remaining with States and Territories; implementation of the changes were undertaken from January 2016.</p> <p><b>Bahr and Mellor (2016):</b> “Submission shows that the majority are from educational organisations, higher education institutions, educational associations and individuals who were mostly members of the general public or anonymous... Given the paucity of available research into the links between teacher education program conduct and design and teacher effectiveness, it must be assumed that the TEMAG conclusions were based simply on the tenor of the comments submitted to them” (Bahr, 2016, p. 45).</p>
Source and author(s) Who authored the sources?	Who is the publisher and where was the source produced?	Where and when was each source written?	Did any extensive social, political or professional isolated or joint dialogue connect to the source(s)?	At the time of publication what was the response to the source(s)?
2. Initial teacher education: Data report 2013  AITSL	AITSL: Melbourne, VIC.	Melbourne, VIC. May 2013.	AITSL. (2011). Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures, release.	<p><b>AITSL:</b> new public domain information; aims for the report to be published, annually.</p> <p>The Consultation Groups acknowledged the ITE Data report (2013) and were supportive of the report. Within the NSW, SA, and TAS scope of this research study, the consultation groups were:</p> <p><b>Focus Group of the Profession</b> (formed in 2011, 50 representatives from Australian education sectors). “They promote and share AITSL resources within their networks and from time to time present at conferences or events on behalf of AITSL.” (AITSL, 2014, p. 82).</p> <p>Australian Secondary Principals Association; NSW Institute of Teachers; Australasian Teacher Regulatory Authorities (ATRA) NSW, and Independent Schools Council of Australia.</p> <p><b>Teaching Qualifications Advisory Panel (TQAP) organisations:</b> Australasian Teacher Regulatory Authorities; Australian Council of Deans of Education (ACDE); Australian Children’s Education &amp; Care Quality Authority; School principal</p>

				<p>(Association of Heads of Independent Schools of Australia).</p> <p><b>Teacher Quality Advisory Committee (TQAC) organisations:</b> Association of Independent Schools NSW; NSW Department of Education and Communities (EC); Department of Education Tasmania; National Catholic Education Commission; Independent Schools Council of Australia; Australian Professional Teachers Association; ACDE; AEU; IEU of Australia; AITSL Board Alumni (x4 representatives); Australian Government Department of Education, and AITSL.</p> <p><b>School Leader Quality Advisory Committee (SLQAC) organisations:</b> Australian Secondary Principals Association; Catholic Secondary Principals Australia; Independent Primary School Heads of Australia; Australian Catholic Primary Principals Association; Australian Government Primary Principals Association; Australian Special Education Principals Association; National Aboriginal &amp; Torres Strait Islander Principals Association; National Catholic Education Commission; Independent School Council of Australia; AEU; IEU of Australia; NSW Department of Education &amp; Communities Australian Education, Early Childhood Development and Youth Affairs Senior Officials Committee (x2 representatives); AITSL Board Alumni (x3 representatives); Australian Government Department of Education, and AITSL.</p> <p><b>National Initial Teacher Education Advisory Committee (NITEAC) organisations:</b> AITSL Board; AITSL Board alumni (x2 representatives); ACDE (x5 representatives); AEU; Australian Teacher Educators Association; ATRA (x2 representatives); Department of Education (DoE) Observer; IEU; Teacher employers (nominated by AEEYSOC) (x2 representatives), and Universities Australia.</p>
Source and author(s) Who authored the sources?	Who is the publisher and where was the source produced?	Where and when was each source written?	Did any extensive social, political or professional isolated or joint dialogue connect to the source(s)?	At the time of publication what was the response to the source(s)?
3. Initial teacher education: Data report 2014  AITSL	AITSL: Melbourne, VIC.	Melbourne, VIC. 2014.	<p>TEMAG (2015) Action now: Classroom ready teachers report;</p> <p>AITSL. (2011). Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures, release;</p> <p>AITSL. (2013). Initial teacher education: Data report, release;</p> <p>Staff in Australia's Schools Survey (2013).</p>	<p><b>AITSL:</b> "Other recommendations from the consultation included new collections and processes that sought to link data on initial teacher education students through to... more detailed data regarding the professional experience component of initial teacher education programs. The recommendations from the consultation have been considered and are being pursued where appropriate" (AITSL, 2014, p. 2).</p> <p><b>ACDE:</b> acknowledged the findings of the report. "The report refutes common myths about entry to teacher education programs by finding: Almost three-quarters of students enter initial teacher education programs through non-ATAR means including relevant professional experience... or other higher education qualifications" (ACDE, 2014, p. 1).</p>

Source and author(s)	Who is the publisher and where was the source produced?	Where and when was each source written?	Did any extensive social, political or professional isolated or joint dialogue connect to the source(s)?	At the time of publication what was the response to the source(s)?
4. Initial teacher education: Data report 2015  AITSL	AITSL: Melbourne, VIC.	Melbourne, VIC. 2015.	<p>TEMAG (2015) Action now: Classroom ready teachers report;</p> <p>AITSL. (2011). Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures;</p> <p>AITSL. (2013). Initial teacher education: Data report;</p> <p>Staff in Australia's Schools Survey. 2013;</p> <p>AITSL. (2014). Initial teacher education: Data report.</p>	<p><b>AITSL:</b> "the data presented in this report highlight the scale and diversity of initial teacher education in Australia... release of the ITE data reports will support future decision making, research and evaluation in initial teacher education" (AITSL, 2015, p. iii);</p> <p><b>Federation University Australia:</b> Wattchow, D. (n.d.). <i>Setting the scene on the Initial Teacher Education (ITE) reform agenda: An opinion:</i> "AITSL, at the behest of the Commonwealth Government, has begun collecting data on the teaching workforce, producing the 2015 Initial Teacher Education Data Report. Despite the fact that AITSL has just begun this process a series of mechanisms are already being implemented, beginning in 2016, that will dramatically change student recruitment into ITE programs. State Governments have the responsibility to implement many of these changes." (Wattchow, n.d., p. 1).</p> <p>N.B. There were no responses about the practicum due to the focus of the report. However, retention rates were referred to in the report, in reference to the <i>professional experience</i>.</p>
5. Initial teacher education: Data report 2016  AITSL	AITSL: Melbourne, VIC.	Melbourne, VIC. 2016.	<p>TEMAG (2015) Action now: Classroom ready teachers report;</p> <p>Ideal ITE Data Framework, in collaboration with the Australian Government Department of Education and Training and the Mitchell Institute (2015);</p> <p>AITSL. (2013). Initial teacher education: Data report, release;</p> <p>AITSL. (2014). Initial teacher education: Data report, release;</p> <p>AITSL. (2015). Initial teacher education: Data report, release.</p>	<p><b>AITSL:</b> "the AITSL Board commends the ITE: Data report 2016 as an important resource that highlights the scale and diversity of ITE in Australia, and one that can contribute to a more informed debate over teacher quality and the direction of ITE in Australia" (AITSL, 2016, p. i).</p> <p>N.B. There were no responses about the practicum due to the focus of the report. However, success rates were referred to, in reference to the <i>professional experience</i>.</p>
6. Initial teacher education: Data report 2017  AITSL	AITSL: Melbourne, VIC.	Melbourne, VIC. 2017.	<p>TEMAG (2015) Action now: Classroom ready teachers report;</p> <p>AITSL. (2015). Accreditation of initial teacher education programs in Australia: Standards and Procedures;</p> <p>Education Council agreed to fund the implementation of</p>	<p><b>AITSL:</b> "the AITSL Board commends the Initial teacher education: data report 2017 as a valuable resource that highlights the scope and scale of ITE in Australia, and one that can support researchers, policy-makers and the broader Australian education community to have a more informed debate about the direction of ITE in this country" (AITSL, 2017, p. i).</p> <p><b>The Weekend Australian:</b> "AITSL has been tasked with building the Australian Teacher Workforce Data Strategy, which will bring together data from teaching courses and teacher registration authorities to better match the supply of teachers with demand. The report shows that while recent graduates may have difficulty securing jobs in schools, they have a</p>

			the National Initial Teacher Education and Teacher Workforce Data Strategy (National Data Strategy) [NDS]).	high success rate in finding employment in other areas” (Balogh, 2017).
Source and author(s)	Who is the publisher and where was the source produced?	Where and when was each source written?	Did any extensive social, political or professional isolated or joint dialogue connect to the source(s)?	At the time of publication what was the response to the source(s)?
7. National system for the accreditation of pre-service teacher education programs: Consultation report  AITSL Timperley, H.	AITSL: Melbourne, VIC.	Melbourne, VIC. October 2010.	Ministerial Council for Education, Early Childhood, Development and Youth Affairs (MCEECDYA) specified AITSL to lead the establishment of national accreditation of ITE programs;  “Development of the Australian curriculum and the emerging national education policy environment” (AITSL, 2010, p. 2).	<b>ACDE:</b> “supports a national approach to accreditation and also supports a move away from input models for judging the effectiveness of teacher education programs... to an outcomes focus where the capabilities expected of entrants to the profession...are used to inform accreditation of programs and ongoing improvement within the program. However, tensions between these two approaches are evident in the document. We urge clarification of input and outcomes foci and related procedures so that they do not contradict each other and so that the espoused principles can be realised in practice. We support the following: Accreditation criteria should focus more on the outcomes of teacher education programs than on inputs, curriculum and processes. A focus on the latter elements runs the risk of consolidating conventional wisdom about how best to prepare teachers, thereby leading to greater uniformity of programs and reducing the scope for innovation. In any event it is what [pre-service] teachers learn and can do that should be the policy focus. How they get to that point is better left to the teacher education programs and other programs for teacher preparation” (ACDE, 2010, p. 1).  <b>ACDE:</b> “While we argue that time does not necessarily equal quality when considering the practicum or professional experience, we support the notion of a minimum requirement” (ACDE, 2010, p. 4).  <b>AAMT:</b> Expressed concern that all areas of the national education agenda were subject to exhaustive evaluation, adding considerable workload to initial teacher educators. Furthermore:  “The AAMT has some fundamental concerns with the form of the standards being developed currently. One of these is that the number of descriptors... leads to a representation of teaching that is at odds with the complexity and interconnectedness of teaching. It encourages a “check-list” mentality rather than an understanding of the multiple links between all aspects of the profession [and]  Standards 3, 4 and 5 (Professional Practice) go beyond what can reasonably be guaranteed within a teacher’s pre-service education...in the course of a few relatively short practicum placements it does not seem possible to expect that someone can “understand and apply effective approaches to manage challenging behaviour” (4.3) in any meaningful way” (AAMT, 2010, p.3).  AAMT stated that it supported the development of the national standards, but some points of summary were: “the Graduate Standards are too detailed and set unrealistic expectations...; forming partnerships with professional associations should be considered for inclusion in the Program Standards” (AAMT, 2010, p. 2).



Source and author(s)	Who is the publisher and where was the source produced?	Where and when was each source written?	Did any extensive social, political or professional isolated or joint dialogue connect to the source(s)?	At the time of publication what was the response to the source(s)?
8. Accreditation of initial teacher education programs in Australia: Standards and procedures  AITSL	AITSL: Melbourne, VIC.	Melbourne, VIC. December 2015.	“These Standards and Procedures for the accreditation of initial teacher education programs and their application [were] informed by eight principles, many of which were articulated in the report Action Now: Classroom Ready Teachers, written in (TEMAG, 2014)	<b>TIMSS &amp; PIRLS International Study Centre:</b> “the revised <i>Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures</i> (agreed to by education ministers in December 2015) commits states and territories to nationally consistent, strengthened accreditation of initial teacher education courses. The more rigorous standards will require universities to show how they will ensure their teacher education students develop the knowledge and skills they need to be successful in the classroom, as outlined in the graduate teacher standards” (Mullis, Martin, Goh, Cotter. eds., 2016).  <b>Education Council: all</b> Australian Education Ministers, endorsed the revised national accreditation of ITE programs in Australia (AITSL, 2016, p. 3).
9. Guidelines for the accreditation of initial teacher education programs in Australia  AITSL	AITSL: Melbourne, VIC.	Melbourne, VIC. June 2016.	TEMAG (2015) Action now: Classroom ready teachers report;  The endorsement of the revised national Accreditation of ITE Programs in Australia: Standards and Procedures by the Education Council in December 2015.	<b>AITSL:</b> the document “supports the implementation of the Standards and Procedures. It is primarily designed to meet the requirements of stage one accreditation. Further information will be provided for stage two accreditation” (AITSL, 2016, p. 3).  <b>TRB SA:</b> “The Guidelines for the accreditation of initial teacher education programs in Australia (2016) (the Guidelines) support the implementation of the Standards and Procedures. Accreditation is undertaken to ensure that ITE programs: meet the requirements of an approved qualification for registration purposes” (Teachers Registration Board of South Australia, 2018, p. 2).
10. Great teaching, inspired learning (GTIL): A blueprint for action  Bruniges, M., Lee, P., Alegounarias, T.	NSW Govt: NSW.	NSW. March 2013	Minister Adrian Piccoli constituted a panel, to produce a paper with recommendations for teaching and learning quality in NSW;  The panel also invited submissions and consultations with the teaching profession; 98 submissions and 577 on-line forum comments were received.	<b>BOSTES:</b> “the BOSTES is coordinating implementation of GTIL as well as implementing and overseeing teacher accreditation processes against the [APST]... Key aspects of the Blueprint for Action that relate to the business of the BOSTES are: strengthened entry requirements for Initial Teacher Education (ITE) programs; the introduction of a literacy and numeracy assessment within ITE programs; strengthened partnerships between ITE providers and schools relating to professional experience; alignment of teachers’ professional development requirements with annual performance reviews; legislation to be introduced to require the accreditation of all suitably qualified teachers in NSW schools and early childhood centres; coordination of higher-level accreditation with career pathways” (BOSTES, 2014, p. 82).  <b>ACU:</b> “Teacher Education policy should focus on the quality of teaching graduates at the point of exit from university... The school/university partnership should be deregulated so that universities and schools can devise new ways for pre-service teachers to undertake practicum... There should be large-scale longitudinal studies into the effectiveness of different types of pre-service teacher education programs” (ACU, 2012, p. 4).

Source and author(s)	Who is the publisher and where was the source produced?	Where and when was each source written?	Did any extensive social, political or professional isolated or joint dialogue connect to the source(s)?	At the time of publication what was the response to the source(s)?
11. A framework for high-quality professional experience in NSW schools  BOSTES NSW	BOSTES: NSW.	NSW. June 2014.	This document was written in response to GTIL: A blueprint for action 4.1 (2013);  ITE providers and school systems sought formalised partnerships to assist PEP's.	<b>NSW Government:</b> “the framework sets out how schools, school systems and higher education providers can work together to improve the quality of professional experience placements” (NSW Government, 2014, p. 1).  <b>Macquarie University:</b> “the design of the professional experience program and the processes which underpin it are closely aligned to the NESA Professional Experience Framework document which was developed as part of Great Teaching, Inspired Learning” (Macquarie University, 2016).
12. Quality of initial teacher education in NSW: Online initial teacher education in NSW  BOSTES NSW	BOSTES: Sydney, NSW.	Sydney, NSW 2014.	AITSL. (2011). Australian Professional Standards for Teachers;  Written in response to GTIL: A blueprint for action 5.3 (2013).	<b>AITSL:</b> “ITE providers will increasingly need to address how they can offer support and supervision during placements to students living far away from their institution. Evidence of this growing challenge has been identified in NSW (BOSTES, 2014)” (AITSL, n.d., p. 9).
13. Accreditation of initial teacher education programs in NSW: Policy and procedures v 0.4  BOSTES NSW	BOSTES: NSW.	NSW 7 October 2014.	AITSL. (2011). Australian Professional Standards for Teachers;  NSW. (2009). Supplementary Documentation: Professional Experience Policy;  NSW. (2013). Supplementary Documentation: Subject Content Knowledge Requirements;  ITE v0.1 (July 2006). establishment of the first policy;  ITE v0.2 (November 2012). Became in-line with the Standards and Procedures (2011);  ITE v0.3 (September 2014). Restructured document with updated terminologies.	<b>NSW Education Minister:</b> approved this updated document (October 7, 2014). A requirement was that the structure, curriculum, professional experience details, and assessment needed to meet the requirements of the professional teaching standards.
14. Great teaching, inspired learning – a blueprint for action. Report card  BOSTES NSW	BOSTES: Sydney, NSW.	Sydney, NSW 2014.	AITSL. (2011). Australian Professional Standards for Teachers;  This document was written in response to GTIL: A blueprint for action (2013).	<b>Meghan Stacy, The University of Sydney:</b> “According to the 2014 ‘report card’ for GTIL, all teachers need to be accredited by 31 December 2017 (NSW Government, 2014). This marks a change... enabling more consistent accountability. It also means that accreditation procedures will now apply to the pre-2004 teacher workforce, another lived effect and a clear example of the simultaneously devolved and increasingly centred nature of much modern education policy” (Stacey, 2017, p.787) and

				“another location for the solution of the teacher ‘problem’ is ITE institutions... here again we see an emphasis on ‘remote control’... For instance, an annual reporting process on ITE providers is announced, as is a framework of ‘expectations’ for professional experience...” (Stacey, 2017, p. 788).
Source and author(s)	Who is the publisher and where was the source produced?	Where and when was each source written?	Did any extensive social, political or professional isolated or joint dialogue connect to the source(s)?	At the time of publication what was the response to the source(s)?
15. Quality of initial teacher education in NSW: Learning assessment. A report on teaching assessment in initial teacher education in NSW.	BOSTES: Sydney, NSW.	Sydney, NSW 2016.	<p>AITSL. (2011). Australian Professional Standards for Teachers;</p> <p>This document was written in response to GTIL: A blueprint for action 3.2 (2013);</p> <p>AITSL. (2011). Australian Professional Standards for Teachers: Graduate Standards 2.3.1 and 5.4.1.</p>	<p><b>BOSTES:</b> “Ideally, professional experience placements present the opportunity for observing best practice attuned to and supportive of the needs of teachers in training. Reforms to professional experience partnerships aimed at improving the practicum experience introduced by the NSW Government’s Great Teaching, Inspired Learning – A Blueprint for Action1 (GTIL) will commence from 2016 and as such their influence is beyond the scope of this report” (BOSTES, 2016, p. 4).</p> <p><b>NESA:</b> “the report emphasises the importance of professional experience placements for teaching students to observe best practice, and lists key elements of effective assessment practice” (NESA, 2016).</p> <p><b>NESA:</b> “The report acknowledges that learning to become a teacher is a complex process with interactions between personal experience, learning from initial teacher education programs, and practical and professional experience. In this regard the report recognises the critical importance of the community of practice that teachers in training enter into during professional experience” (NESA, 2016, p. 4).</p> <p><b>President of BOSTES (Tom Alegounarias):</b> “the rationale and benefit of the report is that it will focus attention on how teachers and authorities such as BOSTES... ensure a consistent approach to assessment with clear ongoing value and purpose. The report will also help universities prepare student teachers to develop assessments when they enter the classroom” (NESA, 2016).</p> <p><b>President of the NSW Council of Deans (Professor Chris Davison):</b> “the Council welcomes this report which identifies important gaps in terms of teacher knowledge and skills around assessment and brings together a range of priorities for all teachers in one key document” (NESA, 2016).</p> <p><b>NESA:</b> “The Learning Assessment report identifies how student and beginning teachers can best learn to use, analyse, interpret and develop assessment to evaluate student learning and modify teaching practice” (NESA, 2018).</p>
16. Quality of initial teacher education in NSW: Digital literacy skills and learning report: A report on teaching information and communication technologies in initial teacher education in NSW (2017).	NESA: NSW.	Sydney, NSW. 2017.	<p>Written in response to GTIL: A blueprint for action 3.1 (2013);</p> <p>Australian Professional Standards for Teachers (Graduate stage) and the National Program Standards for Initial Teacher Education;</p> <p>The establishment of NESA.</p>	<p><b>NESA:</b> “NESA, in conjunction with employing authorities and ITE providers, will identify exemplar materials that can be used by teacher education students during their professional experience placements focusing on digital literacy best practice” (NESA, 2017, p. 26).</p> <p><b>The Australian (Emma Davies):</b> “the report recommends that teacher education give greater priority to the digital literacy of pre-service teachers, but Dr Hunter points to challenges facing ...ITE in NSW; poor connectivity and aging hardware in schools, inadequate professional development funding, and ensuring digital fluency remains at the forefront of learning in ITE programs in universities” (Davies, 2017).</p>

Source and author(s)	Who is the publisher and where was the source produced?	Where and when was each source written?	Did any extensive social, political or professional isolated or joint dialogue connect to the source(s)?	At the time of publication what was the response to the source(s)?
<p>17. NSW supplementary documentation: Professional experience in initial teacher education</p> <p>NESA</p>	<p>NESA: NSW.</p>	<p>NSW. January 2017.</p>	<p>The establishment of NESA;</p> <p>Revised Accreditation of initial teacher education programs in Australia: Standards and Procedures (December 2015);</p> <p>Framework for High-Quality Professional Experience in NSW Schools (2014).</p>	<p><b>NESA:</b> “this policy document describes the minimum expectations of the professional experience component of an initial teacher education program for the purposes of the NSW Education Standards Authority (NESA) approval of that program as meeting the Graduate Teacher Standards. It is expected that many teacher education institutions will develop professional experience programs that exceed these minimum expectations” (NESA, 2017, p. 1).</p> <p><b>UNE:</b> Universities have incorporated this policy into their own policy work. One example is the University of New England (UNE), who stated: “in accordance with NESA’s NSW Supplementary Documentation: Professional Experience in Initial Teacher Education, all students must complete in-school professional experience placements in at least two school settings” (UNE, 2018, p. 2).</p>
<p>18. Policy and strategic development: Initial teacher education program accreditation policy v3.0.</p> <p>TRB of SA</p>	<p>TRB of SA: Adelaide, SA.</p>	<p>Adelaide, SA. 23 March 2018.</p>	<p>Teachers Registration and Standards Act 2004 (the Act);</p> <p>AITSL. (2011). Australian Professional Standards for Teachers;</p> <p>Teachers Registration and Standards Regulations 2016 (the Regulations) and Variation Regulations;</p> <p>Nationally consistent approach to the accreditation of initial teacher education programs for the registration of teachers endorsed December 2015 by the Education Council;</p> <p>AITSL. (2016). Guidelines for the accreditation of initial teacher education programs in Australia;</p> <p>Teachers Registration Board of South Australia Strategic Plan 2017-2018.</p>	<p>Approved by Dr Peter Lind (Registrar), the ITE accreditation policy complied with State legislative and regulation requirements and the:</p> <p>Nationally consistent approach to the accreditation of Initial Teacher Education programs for the registration of teachers.</p> <p>Australian Institute for Teaching and School Leadership (AITSL) Accreditation of initial teacher education programs in Australia: Standards and Procedures (December 2015) (the Standards and Procedures)</p> <p>Australian Professional Standards for Teachers (February 2011)</p> <p>Australian Institute for Teaching and School Leadership (AITSL) Guidelines for the accreditation of initial teacher education programs in Australia (June 2016) (the Guidelines)</p>

Source and author(s)	Who is the publisher and where was the source produced?	Where and when was each source written?	Did any extensive social, political or professional isolated or joint dialogue connect to the source(s)?	At the time of publication what was the response to the source(s)?
<p>19. Promoting the teaching profession and developing and improving teaching standards</p> <p>TRB TAS</p>	<p>TRB TAS: Warrane, TAS.</p>	<p>Warrane, TAS. (8 March 2017).</p>	<p>Sections 17J and 17K of the Teachers Registration Act 2000.</p> <p>AITSL. (2011). Australian Professional Standards for Teachers;</p> <p>Nationally consistent approach to the accreditation of Initial Teacher Education programs for the registration of teachers endorsed December 2015 by the Education Council.</p> <p>AITSL. (2015). Accreditation of initial teacher education programs in Australia: Standards and Procedures;</p> <p>AITSL. (2016). Guidelines for the accreditation of initial teacher education programs in Australia (the Guidelines);</p>	<p><b>TRB TAS (Board Policy):</b> In reference to the first document strategy <i>Student Good Character Determinations (SGCD)</i>: “Only those students who are deemed to be of good character and fit to be a teacher (and hold current Registration to Work with Vulnerable People with the Department of Justice), under this process will be approved to undertake professional experience in Tasmanian schools, the Tasmanian Academy and TasTAFE” (TRB TAS, 2017, p. 3).</p> <p><b>TRB TAS (Strategic Plan 2017-2019):</b> “Our strategies support the Council of Australian Governments (COAG) agenda through: Implementation of the Australian Professional Standards for Teachers; Nationally consistent teacher registration; and Nationally consistent accreditation of initial teacher education programs (TRB TAS, 2017, p. 5).</p>

## Appendix B: Familiarisation and establishment of the context

Table 2: Official documents - dialogue

Dialogue directly connected to the sources (CDA)		
Row	The sources	Political and professional connections to the sources
1.	Action now: Classroom ready teachers (2014) Report	<p>The Commonwealth Government, Minister for Education, appointed the TEMAG Group.</p> <p>AITSL was represented on the TEMAG Group and acts on behalf of the Commonwealth Government. “Consultations will help inform an upcoming TEMAG forum facilitated by AITSL” (AITSL, 2017), as stipulated in Appendix B, Table 1.</p> <p>“The Government will immediately instruct AITSL to commence work to progress a number of the Advisory Group recommendations. This includes overhauling course accreditation; identifying best practice approaches for the selection of entrants to teacher education; establishing the essential elements of effective practical experience, including a national assessment framework; and establishing a research focus on the effectiveness and impact of teacher education” (Australian Government, 2015, pp. 9-10).</p>
2.	Initial teacher education: Data report 2013	<p>AITSL “was formed to provide national leadership for the Commonwealth, state and territory governments in promoting excellence in the profession of teaching and school leadership with funding provided by the Australian Government” (AITSL, 2013, p. citation).</p> <p>Many consultation groups were directly connected to the report (Appendix B, Table 1, Row 2). These groups “promote and share AITSL resources within their networks and from time to time present at conferences or events on behalf of AITSL” (AITSL, 2014, p. 82), as stipulated in Appendix B, Table 1, Row 2.</p>
3.	Initial teacher education: Data report 2014	<p>AITSL “was formed to provide national leadership for the Commonwealth, state and territory governments in promoting excellence in the profession of teaching and school leadership with funding provided by the Australian Government” (AITSL, 2013, p. citation), as mentioned directly above (Row 2).</p> <p>The collections and surveys from: Department of Education’s Higher Education Statistics Collection; Graduate Careers Australia’s Australian Graduate Survey; Staff in Australia’s Schools survey, and The Longitudinal Teacher Education and Workforce Study were Directly connected to this source. “The majority [of suggestions] were beyond the scope of current data collections and processes. The consultation process did not identify any additional data items that were both considered feasible to collect in the short term and of high value in driving quality improvements in initial teacher education. Recommendations from the consultation concluded that the data reported here captures the extent of information, relevant to the quality of initial teacher education, presently available across the education sector” (AITSL, 2014, p. 2).</p>
4.	Initial teacher education: Data report 2015a	<p>“AITSL acknowledges the contribution and assistance provided by the University Statistics team at the Department of Education and Training, the Australian Council for Educational Research and Graduate Careers Australia in the preparation of this report” (AITSL, 2015a, acknowledgements).</p>
5.	Initial teacher education: Data report 2016b	<p>“AITSL acknowledges the contribution and assistance provided by the University Statistics team at the Department of Education and Training, the Social Research Centre’s Quality Indicators of Teaching and Learning team, The Mitchell Institute at Victoria University, and the Centre for International Research on Education Systems, the Australian Council for Educational Research and Graduate Careers Australia” (AITSL, 2016b, p. acknowledgements).</p>
6.	Initial teacher education: Data report 2017	<p>“This project was funded by the Australian Institute for Teaching and School Leadership Limited (AITSL) with funding provided by the Australian Government” (AITSL, 2017, p. citation).</p>

		“AITSL acknowledges the contribution and assistance provided by the University Statistics team at the Department of Education and Training and the Social Research Centre’s Quality Indicators for Learning and Teaching team” (AITSL, 2017, p. acknowledgements).
<b>Row</b>	<b>The sources</b>	<b>Political and professional connections to the sources</b>
7.	National system for the accreditation of pre-service teacher education programs: Consultation report (October 2010)	<p>“This project was funded by the Australian Institute for Teaching and School Leadership Limited (AITSL). The Australian Institute for Teaching and School Leadership was formed to provide national leadership for the Commonwealth, state and territory governments in promoting excellence in the profession of teaching and school leadership with funding provided by the Australian Government” (AITSL, 2010, p. citation).</p> <p>“MCEECDYA... designated AITSL to lead the development of national accreditation of initial teacher education programs. The proposed national system builds on considerable national work undertaken over the past few years. It includes work undertaken in 2008 by the state and territory teacher regulatory authorities, collectively ... (ATRA), and ... (ACDE) working under the auspices of the National Accreditation of Pre-service Teacher Education Working Group of the Australian Education, Early Childhood Development and Youth Affairs Senior Officials Committee (AEEYSOC). The proposals also take account of the earlier work by Teaching Australia and ACDE. The proposed national system also takes account of more recent developments, including the development of the Australian curriculum and the emerging national education policy environment. MCEECDYA requested that, in the framing of this first national system for the accreditation of initial teacher education programs, the standards should set high level expectations of initial teacher education on designated matters” (AITSL, 2010, p. 2).</p>
8.	Accreditation of initial teacher education programs in Australia: Standards and procedures (December 2015b)	<p>The Australian Government provided the funding;</p> <p>Education Council endorsed the Standards and Procedures;</p> <p>“The Standards and Procedures were developed with expert input from teacher regulatory authorities, the Australian Council of Deans of Education and state and territory education authorities” (AITSL, 2015b, p. citation).</p>
9.	Guidelines for the accreditation of initial teacher education programs in Australia (June 2016a)	The Commonwealth Government provided the funding.
10.	Great teaching, inspired learning: A blueprint for action (2013)	<p>Hon Adrian Piccoli constituted a panel, consisting of:  Dr Michele Bruniges AM: Director-General of Education and Communities;  Mr Patrick Lee: Chief Executive of the NSW Institute of Teachers, and Mr Tom Alegounarias: President of the Board of Studies (BOS) NSW;</p> <p>Hon Adrian Piccoli stated: “I have already asked the Department of Education and Communities, the Board of Studies NSW and the NSW Institute of Teachers to prepare implementation plans based on this blueprint. In acknowledging the independence of the non-government sector and the Council of Deans of Education, I will seek their advice about implementation within their contexts. I value the collaborative relationship I have with these critical partners and look forward to discussing the actions in this paper with them” (NSW Government, 2013, p. 4).</p>
11.	A framework for high-quality professional experience in	“The Board of Studies, Teaching and Educational Standards NSW would like to acknowledge the support and assistance provided by representatives of the NSW Vice-Chancellors Committee, the NSW Council of Deans of Education, staff of the NSW Department of Education and Communities, the

	NSW schools (2014a)	Catholic Education Commission and various dioceses, the Association of Independent Schools NSW, and a range of principals and teachers in schools, teacher educators and professional experience coordinators in NSW teacher education providers who contributed to the development and refinement of some of the documentation in this publication” (BOSTES, 2014a, p. acknowledgements).
<b>Row</b>	<b>The sources</b>	<b>Political and professional connections to the sources</b>
12.	Quality of initial teacher education in NSW: Online initial teacher education in NSW (2014b)	<p>Support and assistance was provided by:  Professor Toni Downes and staff (Charles Sturt University);  Professor Stephen Tobias and staff (University of New England); University Associate Professor Marilyn Chaseling and staff (Southern Cross University);  Professor Lori Lockyer, Dr Peter Whiteman and staff (Macquarie University); Ms Julie Mathews and staff (Wesley Institute);  Dr Jim Twelves and staff (Alphacrucis College);  Ms Pam Harvey and staff (Morling College);  Professor Stephen Winn (University of Southern Queensland);  Associate Professor Lina Pelliccione (Curtin University);  Associate Professor Tim Moss (Swinburne University);  Dr Sheena O’Hare (Swinburne Online);  Associate Professor Karen Swabey (The University of Tasmania);  Professor Peter Kell and Deborah Farrelly (Charles Darwin University);  Professor Helen Huntly (Central Queensland University);  Professor Donna Pendergast (Griffith University);  Professor Christopher Brook (Edith Cowan University);  Professor Wendy Patton (Queensland University of Technology);  Professor Tania Aspland (Australian Catholic University);  Professor John Loughran (Monash University);  Associate Professor Sue Saltmarsh (Australian Catholic University);  Dr Jennifer Rowley (Sydney Conservatorium of Music, Sydney University);  Dr Simon McIntyre (UNSW Art &amp; Design, University of New South Wales) (BOSTES, 2014b, p. 2).</p> <p>“BOSTES, the NSW Department of Education and Communities, the Catholic Education Commission NSW and the Association of Independent School of NSW are working together to implement the Blueprint’s reforms across NSW” (BOSTES, 2014b, p. 4).</p>
13.	Accreditation of initial teacher education programs in NSW: Policy and procedures (0.4) (2014d)	<p>Approved by the Minister for Education;</p> <p>BOSTES provides advice to the NSW Minister for Education;</p> <p>“NSW is party to a national teacher accreditation system as described by Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures April 2011. Initial teacher education programs that are assessed in terms of these Standards and Procedures and confirmed by the Initial Teacher Education Committee (ITEC) as meeting the Australian Program Standards will be forwarded to the Minister for approval” (BOSTES, 2014d, p. 5).</p>
14.	Great teaching, inspired learning – A blueprint for action. Report card (2014c)	<p>“This document contains Material prepared by the Board of Studies, Teaching and Educational Standards NSW for and on behalf of the Crown” (BOSTES, 2014c, p. citation).</p> <p>“BOSTES, the NSW Department of Education and Communities, the Catholic Education Commission NSW and the Association of Independent School of NSW are working together to implement the Blueprint’s reforms across NSW” (BOSTES, 2014c, p. 1), as stipulated in the above column (Row 12).</p>
15.	Quality of initial teacher education in NSW. Learning assessment: A report on teaching	<p>“This document contains Material prepared by the Board of Studies, Teaching and Educational Standards NSW for and on behalf of the Crown” (BOSTES, 2016, p. citation), as stipulated in the above column (Row 14).</p>



	assessment in initial teacher education in NSW (2016).	“The Australian Professional Standards for Teachers (APST) define the work of teachers and make explicit the elements of high-quality, effective teaching that will improve educational outcomes” (BOSTES, 2016, p. 5).
<b>Row</b>	<b>The sources</b>	<b>Political and professional connections to the sources</b>
16.	Quality of initial teacher education in NSW: Digital literacy skills and learning report: A report on teaching information and communication technologies in initial teacher education in NSW (2017a).	<p>“The NSW Government adopted all the recommendations of Great Teaching, Inspired Learning: A blueprint for action (GTIL) in March 2013. The blueprint made recommendations for an annual process to review and report on different aspects of Initial Teacher Education (ITE) programs. In 2015, it was decided to review the teacher preparation programs in the national priority area of Information and Communication Technology (ICT)... The priorities link directly to the Graduate career stage of the Australian Professional Standards for Teachers and the National Program Standards for Initial Teacher Education (APST)” (NESA, 2017a, p. 6);</p> <p>The NSW Minister for Education accredits ITE programs.</p> <p>“NESA undertakes, in partnership with the NSW Council of Deans of Education, a project to share exemplary work by final year teacher education students on the integration of ICT within capstone teaching performance assessments” (NESAa, 2017, p.32).</p>
17.	NSW supplementary documentation: Professional experience in initial teacher education (2017b)	“Universities incorporated this policy into their own policy work. One example is the University of New England (UNE), who states: “in accordance with NESA’s NSW Supplementary Documentation: Professional Experience in Initial Teacher Education, all students must complete in-school professional experience placements in at least two school settings” (UNE, 2018, p. 2), as previously stipulated (Appendix B, Table 1, Source 17).
18.	Policy and strategic development: Initial teacher education program accreditation policy (3.0) (TRB SA, 2018)	<p>There policy was approved by Dr Peter Lind (Registrar), and complied with State legislative and regulation requirements;</p> <p>There were direct connections with: the Education Council and AITSL.</p>
19.	Promoting the teaching profession and developing and improving teaching standards (TRB TAS, 2017)	<p>AITSL;</p> <p>The Minister for Education;</p> <p>Strategies supported the COAG.</p>

## Appendix B: Familiarisation and establishment of the context

Table 3: In-depth interviews - context

Context establishment (CDA)			
Interview participant	Where and when was each interview held?	Did any extensive social, political or professional isolated or joint dialogue connect to the source(s)?	Did any extensive social, political or professional isolated or joint dialogue directly connect to the source(s)?
Professor Tania Aspland	Adelaide South Australia 11 March 2016	<p>Professor Aspland previously held the position of Head of School, School of Education, University of Adelaide; as such, we already knew one another from my previous Master of Education study and casual academic contract appointment at the university.</p> <p>Professor Aspland was involved in the <i>Highly Accomplished and Lead Teacher Summit</i>, 11 March 2016. As a result, the professor agreed to be interviewed in Adelaide. This summit was inclusive of a network event, developed by AITSL.</p> <p>Senator Hon Simon Birmingham (Minister of Education and Training) launched the network event with a keynote address. This interview occurred on the eve of this day.</p> <p>Professor Aspland was a member of the AITSL Board of Directors in 2016.</p>	<p>Professional:</p> <p>Professor Aspland was the researcher's initial PhD Principal Supervisor; however, this role did not take effect. At the very beginning of my candidature, Professor Aspland accepted a new leadership position at the Australian Catholic University (ACU) in Sydney. As such, the researcher and participant were previously known to each other.</p> <p>Professor Aspland, invited the researcher (myself) as observer to the ACDE Forum in Melbourne, 18 March 2016. The invitation was kindly accepted.</p> <p>No extensive social or political isolated or joint dialogue directly connected to the in-depth interview (source).</p>
Professor Jo Smith (pseudonym)	Adelaide South Australia 7 April 2016	<p>Professor Smith attended the TEMAG Q&amp;A meeting (18 March 2015). It was at this meeting that the researcher and professor became known to each other. This event may have acted as a catalyst to the in-depth interview (source) in addition to the possibility of the professor's willingness to contribute to a PhD candidate research study from within South Australia</p>	<p>No extensive social, political or professional isolated or joint dialogue directly connected to the in-depth interview (source).</p>
Ms Meredith Phillips	Hobart Tasmania 31 May 2016	<p>The interview questions were directly related to Ms Phillips work; hence, they may have contributed as a catalyst to interview.</p>	<p>Professional:</p> <p>Inadvertently meeting Ms Phillips at the ACDE Forum in Melbourne, 18 March 2016 established a direct connection to the researcher (myself) and may have been a contributing factor to interview acceptance.</p> <p>The focus of the forum centred upon test administration and implementation of the Literacy and Numeracy Test for Initial Teacher Education (LANTITE). This focus directly connected to Ms Phillips work at the TRB TAS and also connected, in an isolated manner, to aspects of the in-depth interview (source).</p>

			No extensive social or political isolated or joint dialogue directly connected to the in-depth interview (source).
Interview participant	Where and when was each interview held?	Did any extensive social, political or professional isolated or joint dialogue connect to the source(s)?	Did any extensive social, political or professional isolated or joint dialogue directly connect to the source(s)?
Professor Lindsay Parry	Adelaide South Australia 16 June 2016	<p>Professor Parry is a member of the NSW CDE and attended the ACDE Forum: <i>Improving how Australian students and teachers understand indigenous issues</i>, 16 June 2016. Professor Parry suggested the interview occur in Adelaide, after the ACDE Forum.</p> <p>This forum occurred after the four-year, \$7.5 million, <i>More Aboriginal and Torres Strait Islander Teachers Initiative (MATSITI)</i> project that formally finished in May 2016.</p>	<p>Professional:</p> <p>Inadvertently meeting Professor Parry at an earlier ACDE Forum in Melbourne, 18 March 2016, created a direct connection with the researcher (myself) and may have contributed to the professor's decision to participate in the interview.</p> <p>No extensive social or political isolated or joint dialogue directly connected to the in-depth interview (source).</p>
Professor Emeritus John Williamson	Adelaide South Australia 17 June 2016	<p>Issues that have been previously investigated by Professor Emeritus Williamson have been pertinent to policy-makers. As such, it can be considered that the interview questions (via Participant Information Sheet) raised interest and acted as a catalyst for interview participation.</p>	<p>Professional:</p> <p>The researcher was introduced to Professor Emeritus Williamson at the ACDE Forum in Melbourne, 18 March 2016. This opportunity created a direct connection and may have been a contributing factor to interview participation.</p> <p>No extensive social or political isolated or joint dialogue directly connected to the in-depth interview (source).</p>

## Appendix B: Familiarisation and establishment of the context

Table 4: Academics' published views - context

Context establishment (CDA)					
Row	Source and author(s) Who authored the sources?	Who is the publisher and where was the source produced?	Where and when was each source written?	Did any extensive social, political or professional isolated or joint dialogue connect to the source(s)?	At the time of publication what was the response to the source(s)?
1.	<p>Peter Howley Ruth Reynolds Erica Southgate</p> <p>The teaching discipline doesn't matter? An assessment of preservice teachers' perception of the value of professional experience in attaining teacher competencies.</p>	<p>Publisher: Edith Cowan University, Western Australia;</p> <p>The article was included in the <i>Australian Journal of Teacher Education</i> 41(10) and produced in NSW.</p>	<p>University of Newcastle, NSW;</p> <p>Published: 2016</p>	<p>Yes;</p> <p>The introduction of the NSW Institute of Teachers' Professional Teaching Standards;</p> <p>AITSL. (2011). Australian Professional Standards for Teachers;</p>	<p>There is no readily available information about citation(s) of the source;</p> <p>Reasoning for this lack of information could be considered to entail time-frame allocations for publications.</p>
2.	<p>Jo-Anne Reid</p> <p>Doing it by the numbers? Educational research and teacher education.</p>	<p>Publisher: Springer New York, USA;</p> <p>The article was included in <i>The Australian Educational Researcher</i> 38 and produced in NSW.</p>	<p>Charles Sturt University, NSW;</p> <p>Published: 2011</p>	<p>Yes;</p> <p>The development of the AARE teacher education Special Interest Group (SIG).</p>	<p>The source was cited by two peer reviewed academic journal articles. Response examples are:</p> <p>"The field of teacher education has consistently been an object of political debate" (Hökkä, Eteläpelto, 2013, p. 39).</p> <p>"Australian initial teacher education programmes remain under intense professional and political scrutiny" (Wurf, Croft-Piggin, 2014, p. 75).</p>
3.	<p>Jo-Anne Reid</p> <p>A practice turn for teacher education?</p>	<p>Publisher: Routledge, Taylor &amp; Francis Group;</p> <p>The article was included in the <i>Asia-Pacific Journal of Teacher Education</i> 39(4) and produced in NSW.</p>	<p>Charles Sturt University, NSW;</p> <p>Published online: 12 October 2011.</p>	<p>Yes;</p> <p>The development of the Research Institute for Professional Practice, Learning and Education (RIPPLE) at Charles Sturt University.</p>	<p>The source was cited by ten peer reviewed academic journal articles. Response examples are:</p> <p>"The paper endorses reservations about reflective practice" (Ruth, 2014, p. 254).</p>

Row	Author(s) and article title	Who is the publisher and where was the source produced?	Where and when was each source written?	Did any extensive social, political or professional isolated or joint dialogue connect to the source(s)?	At the time of publication what was the response to the source(s)?
4.	<p>Erica Southgate Ruth Reynolds Peter Howley</p> <p>Professional experience as a wicked problem in initial teacher education.</p>	<p>Publisher: Elsevier;</p> <p>The article was included in the <i>Teaching and Teacher Education</i> 31 and produced in NSW.</p>	<p>University of Newcastle, Callaghan NSW;</p> <p>The writing was received 21 December 2011; the revised writing was received 16 November 2012;</p> <p>Published: 2013</p>	<p>Yes;</p> <p>The difficulty in finding sustained solutions to issues pertaining to the teaching practicum.</p>	<p>The source was cited by eight peer reviewed academic journal articles. Response examples are:</p> <p>“The accountability agenda that has emerged... is also having an impact currently as teacher educators and teachers come to grips with teacher accreditation standards and their impact on assessing professional experience, initial teacher education programme standards, and an agenda” (Le Cornu, 2016, p. 85) involving a “collective grappling with what constitutes the ‘proper’ principles and outcomes of ITE” (Southgate et al., 2013, p. 14) from (Le Cornu, 2016, p. 85).</p>
5.	<p>David Lynch Tony Yeigh</p> <p>Reforming initial teacher education: A call for innovation.</p>	<p>Publisher: Edith Cowan University, Western Australia;</p> <p>The article was included in the <i>Australian Journal of Teacher Education</i> 42(12) and produced in Queensland and NSW.</p>	<p>Southern Cross University, Gold Coast and Lismore (NSW);</p> <p>Published: 2017.</p>	<p>Yes;</p> <p>“A variety of public critiques, reports and government reviews into Initial Teacher Education... in Australia and globally” (Yeigh &amp; Lynch, 2017, p. 112).</p>	<p>There was no readily available information about citation(s) of the source.</p> <p>Reasoning for this lack of information could be considered to entail time-frame allocations for publications, as stipulated in the above column (Row 1).</p>
6.	<p>Simone White Di Bloomfield Rosie Le Cornu</p> <p>Professional experience in new times: Issues and responses to a changing education landscape.</p>	<p>Publisher: Routledge, Taylor &amp; Francis Group;</p> <p>The article was included in the <i>Asia-Pacific Journal of Teacher Education</i> 38(3), and produced in NSW.</p>	<p>University of Newcastle, Callaghan NSW;</p> <p>Published online: 06 August 2010.</p>	<p>Yes;</p> <p>Australian Labor Party (2007) launching of the <i>education revolution</i>.</p>	<p>The source was cited by 5 peer reviewed academic journal articles:</p> <p>“while it is essential and laudable that the profession continues to seek new ways to develop meaningful university-school partnerships in teacher education... we must remain vigilant about generating ways of sustaining partnership models” (Allen, 2011, p. 749).</p>

Row	Author(s) and article title	Who is the publisher and where was the source produced?	Where and when was each source written?	Did any extensive social, political or professional isolated or joint dialogue connect to the source(s)?	At the time of publication what was the response to the source(s)?
7.	Rosie Le Cornu  Professional experience: Learning from the past to build the future.	Publisher: Routledge, Taylor & Francis Group;  The article was included in the <i>Asia-Pacific Journal of Teacher Education 44(1)</i> and produced in SA.	University of South Australia, Magill, SA;  The journal editor(s) received the writing 10 February 2015 and accepted the writing 28 July 2015;  Published online: 04 November 2015.	Yes;  The title of the ATEA (2014) conference: <i>Teacher Education, An Audit: Building a platform for future engagement</i> and one conference theme: <i>Professional Experience: What works? Why?</i> Acted as catalyst for the source.	The source was cited by 2 academic peer reviewed journal articles:  “Professional experience has moved beyond the “practice teaching” of the 1980s... to the current focus on professional experience” (Young, Cavanagh, Moloney, 2018, p. 279).
8.	Kim Beswick  Ready to learn.	Publisher: Studio 131 for the Australian College of Educators (ACE);  The article was included in the <i>Professional Educator 14(5)</i> and produced in VIC.	University of Tasmania, TAS;  Published: October 2015.	Yes;  AITSL. (2011). Australian Professional Standards for Teachers;  TEMAG (2015) Action now report.	There is no readily available information about citation(s) of the source.  Reasoning could be considered to entail time-frame allocations for publications, as stipulated in the above column (Row 5).
9.	Karen Swabey Geraldine Castleton Dawn Penney  Meeting the standards? Exploring preparedness for teaching.	Publisher: Edith Cowan University, Western Australia;  The article was included in the <i>Australian Journal of Teacher Education 35(8)</i> and produced in NSW.	University of Tasmania, TAS;  Published: 2010.	Yes;  AITSL. (2011). Australian Professional Standards for Teachers;	The source was cited by one peer reviewed academic journal article. A response example is: Classroom behaviour management is an area “where pre-service teachers... from many countries have been reported to lack confidence” (O’Neill, Stephenson, 2012, p. 1131).

## Appendix B: Familiarisation and establishment of the context

Table 5: Academics' published views - dialogue

Dialogue directly connected to the sources (CDA)		
Row	The author(s) and article	Academics' connections to the sources
1.	Associate Professor Peter Howley; Associate Professor Ruth Reynolds; Associate Professor Erica Southgate  The teaching discipline doesn't matter? An assessment of preservice teachers' perception of the value of professional experience in attaining teacher competencies (2016).	Edith Cowan University is the publisher. A dialogue would have occurred in order for the article to be published.  The NSW Institute of Teachers and the associated Quality Teaching Council (2012) "accepted that overall there is similarity between them [AITSL Standards and NSW Institute of Teachers' Professional Teaching Standards] that would enable our study to be similarly applied to other States in Australia and possibly overseas" (Howley, Reynolds, & Southgate, 2016, p. 36).
2.	Professor Jo-Anne Reid  Doing it by the numbers? Educational research and teacher education (2011).	AARE presidential address in 2010.
3.	Professor Jo-Anne Reid  A practice turn for teacher education? (2011).	Asia-Pacific Journal of Teacher Education – a journal directly connected to ATEA. A dialogue would have occurred in order for the article to be published.  "Within the Research Institute for Professional Practice, Learning and Education (RIPPLE) at Charles Sturt University, teacher education researchers have been quick to respond to the opportunities created by what is known as 'the practice turn' that characterises contemporary theory around the globe and across disciplines. We are working, together and in parallel, to explore ways in which we can take up the affordances of renewed attention to theories of practice in professional (teacher) education" (Reid, 2011b, p. 293).
4.	Associate Professor Erica Southgate; Associate Professor Ruth Reynolds; Associate Professor Peter Howley  Professional experience as a wicked problem in initial teacher education (2013).	Southgate, Reynolds, and Howley (2013) collaboratively worked together on this article at the University of Newcastle. Southgate and Reynolds were based at the School of Education. Howley was based at the School of Mathematical and Physical Science.
5.	Professor David Lynch; Dr Tony Yeigh  Reforming initial teacher education: A call for innovation (2017).	Edith Cowan University is the publisher. A dialogue would have occurred in order for the article to be published, as stipulated in the above column (Row 1).  Both authors collaboratively wrote this article while based at Southern Cross University.
Row	The author(s) and article	Academics' connections to the sources
6.	Professor Simone White; Associate Professor Di Bloomfield; Associate Professor Rosie Le Cornu;  Professional experience in new times: Issues and responses to a changing education landscape (2010).	Asia-Pacific Journal of Teacher Education – a journal directly connected to ATEA. A professional dialogue would have occurred in order for the article to be published.  Simone White (Deakin University); Bloomfield (University of Sydney), and Le Cornu (University of South Australia) collaboratively worked together to write this article.
7.	Associate Professor Rosie Le Cornu  Professional experience: Learning from the past to build the future (2010).	Asia-Pacific Journal of Teacher Education – a journal directly connected to ATEA, as stipulated in the above column (Row 6), a professional dialogue would have occurred in order for the article to be published.  ATEA conference (2014).
8.	Professor Kim Beswick  Ready to learn (2015).	Australian College of Educators (ACE). A professional dialogue would have occurred in order for the article to be published in the <i>Professional Educator</i> .
9.	Professor Karen Swabey; Professor Geraldine Castleton; Professor Dawn Penney;  Meeting the standards? Exploring preparedness for teaching (2010).	Edith Cowan University is the publisher. A professional dialogue would have occurred in order for the article to be published, as stipulated in the above columns (Rows 1 and 5).  Swabey, Castleton, and Penney (2010) collaboratively worked on this article while at the University of Tasmania.  Pre-service teachers (43 in total) in final year of the Bachelor of Human Movement course, University of Tasmania (2008);  Beginning teachers (38 in total) who graduated from the Bachelor of Human Movement course, University of Tasmania (2007).

## Appendix B: Familiarisation and establishment of the context

Table 6: Researcher - context

<b>Researcher: Context establishment (CDA)</b>			
Researcher	Where and when was each professional observation and experience held?	Did any extensive social, political or professional isolated or joint dialogue connect to the source(s)?	Did any extensive social, political or professional isolated or joint dialogue directly connect to the observations and/or experiences?
Loretta Bowshall	<p>1) R-12 teaching in Adelaide, SA (2001-current);</p> <p>2) TEMAG Q&amp;A meeting (18 March, Adelaide);</p> <p>3) ACDE forum (Melbourne 18 March 2016);</p> <p>4) Meeting with the Hon Christopher Pyne MP, in his capacity as past Minister for Education (Adelaide 22 February 2018),</p> <p>5) AITSL ITE panellist workshop (Melbourne 1-2 March 2018).</p>	<p>1) Yes; the researcher graduated from CSU with a teaching degree. The qualification enabled the researcher to apply for teaching positions.</p> <p>2) The researcher accepted a general electronic invitation (via email) to attend the TEMAG Q&amp;A meeting.</p> <p>3) Yes; Professor Tania Aspland, invited the researcher as an observer to the ACDE Forum in Melbourne, 18 March 2016 after an interview between the researcher and the professor. The invitation was kindly accepted by the researcher, as stipulated in (Appendix B, Table 3).</p> <p>4) Yes; Hon Christopher Pyne MP and the researcher spoke during a flight from Singapore to Adelaide. The researcher requested an opportunity to have a meeting to discuss ITE, in his past capacity as Minister for Education. The researcher sought background information about ITE policy and reform. The request was kindly accepted.</p> <p>5) The researcher accepted a fixed-term contract position at the School of Education, The University of Adelaide, involving ITE program development and teaching.</p>	<p>1) No extensive social or political isolated or joint dialogue directly connected to the teaching positions.</p> <p>2) No extensive social or political isolated or joint dialogue directly connected with the TEMAG Q&amp;A meeting.</p> <p>3) Professor Aspland was the researcher's (my) initial PhD Principal Supervisor; however, this role did not take effect. At the very beginning of my candidature, Professor Aspland accepted a new leadership position at the ACU, Sydney. As such, the researcher and professor were previously known to each other, as specified in Appendix B, Table 3). The professor had some prior knowledge about this research topic.</p> <p>4) No extensive social, political or professional isolated or joint dialogue directly connected to the meeting with Hon Christopher Pyne MP.</p> <p>5) No extensive social, political or professional isolated or joint dialogue directly connected to the AITSL ITE panellist workshop experience on 1-2 March 2018.</p>



## Appendix C: Investigation of the production process

Table 1: Official documents

Official documents (CDA)				
Row	What is the author's background?	What is the source's genre?	What type of audience is intended?	Is there financial information about the production process and/or directly related matters?
1.	<p><b>TEMAG:</b>  <b>Craven, G.</b> (Chair):            Professor and Vice-Chancellor ACU;</p> <p><b>Beswick, K.:</b>            Professor of Mathematics Education UTAS, past-president Australian Association of Mathematics Teachers (AAMT);</p> <p><b>Fleming, J.</b>            Deputy Principal Junior School Teaching and Learning - Haileybury, Victoria; Deputy Chair AITSL;</p> <p><b>Fletcher, T.</b>            Principal, Eastern Fleurieu School, SA Government;</p> <p><b>Green, M.</b>            Chief Executive Independent Schools Victoria;</p> <p><b>Jensen, B.</b>            Chief Executive Officer, Learning First;</p> <p><b>Leinonen, E.</b>            Professor and Deputy Vice-Chancellor (Education), University of Wollongong;</p> <p><b>Rickards, F.</b>            Dean at the Melbourne Graduate School of Education, University of Melbourne. Chairman of the Asia Education Foundation Advisory Board.</p>	<p>Genre: Report.</p> <p>Action now: Classroom ready teachers (2014).</p>	<p>Commonwealth Government;</p> <p>State and Territory governments;</p> <p>ITE providers (universities);</p> <p>Teacher Registration Boards;</p> <p>AITSL.</p>	<p>Yes. The Commonwealth Government funded the production process of the report;</p> <p>The Commonwealth Government has committed \$16.9 million from 2015-2019 to implement the Government's response to the report.</p>
2.	<p><b>AITSL:</b>            In the 1970s: work from the Registration Board in Queensland and South Australia; however, not backed by all institutions.</p> <p>In 2000, the Ramsay report was published.</p> <p>In July 2003, the MCEETYA framework titled A National Framework for Professional Standards for Teaching.</p> <p>In 2005, there was agreement by the Ministers that the National Framework would be used by all jurisdictions.</p> <p>Guidelines were established for ITE programs that aligned with the National Framework by the end of 2006.</p> <p>In 2007, the Commonwealth Government starts work on</p>	<p>Genre: Report.</p> <p>Initial teacher education: Data report 2013.</p>	<p>Commonwealth Government;</p> <p>State and Territory governments;</p> <p>ITE providers;</p> <p>State and territory teacher regulatory authorities - collectively, Australasian Teacher Regulatory Authorities (ATRA) teacher registration boards.</p>	<p>Yes. Stipulated in the AITSL (2014) <i>Annual report 2013-2014</i>. Melbourne: AITSL.</p> <p>Funded by the Commonwealth of Australia;</p> <p>The Minister for Education and Training is the sole member and owner of the AITSL company;</p> <p>Income revenue for the financial year (ended 30 June 2014) is inclusive of the below relevant income examples during 2013.</p> <p>2013: Government funding \$16,089,000; sales of service \$1,462,997 (AITSL, 2014, p. 57).</p>

	<p>strategies for national links that are inclusive of graduate standards and processes for teacher registration.</p> <p>The COAG (2008) National Partnership Agreement on Improving Teacher Quality.</p> <p>In 2008, Business Council of Australia (BCA) and the ACER recommended an education framework, called <i>Investing in Teacher Quality: Doing What Matters Most</i> (2008). Five actions were recommended, including: the implementation of a national agency and policy for teacher preparation.</p> <p>In 2009, MCEECDYA commenced work on the APST (the Standards).</p> <p>During 2009-2010, a sub-group of the AEEYSOC also contributed towards the Standards.</p> <p>In July 2010, AITSL took over the responsibility for finalising the Standards.</p> <p>The APSTs were endorsed by MCEECDYA in December 2010.</p> <p>February 2011, the education ministers announced the national professional standards for teachers, endorsed by MCEECDYA; finally ratified by the ACDE.</p>			
Row	Author(s) background	What is the source's genre?	What type of audience is intended?	Is there financial information about the production process and/or directly related matters?
3.	<b>AITSL:</b> Stipulated in Document number 2 of this table column.	Genre: Report.  Initial teacher education: Data report 2014.	Commonwealth Government;  State and territory governments;  ITE providers;  ATRA.	Yes. Stipulated in the AITSL (2015) <i>Annual report 2014-2015</i> . Melbourne: AITSL.  Funded by the Commonwealth of Australia.  Income revenue for the financial year (ended 30 June 2015) is inclusive of the below relevant income examples during 2014.  2014: Government funding \$14,700,000; sales of service \$906,672 (AITSL, 2015a, p. 55).
4.	<b>AITSL:</b> Stipulated in Document number 2 of this table column.	Genre: Report.  Initial teacher education: Data report 2015.	Commonwealth Government;  State and Territory governments;  ITE providers;  ATRA.	Yes. Stipulated in the AITSL (2016) <i>Annual report 2015-2016</i> . Melbourne: AITSL.  Funded by the Commonwealth of Australia.  Income revenue for the financial year (ended 30 June 2016) is inclusive of the below relevant income examples during 2015.  2015: Government funding \$13,520,000; sales of service \$1,074,431 (AITSL, 2016b, p. 61).

Row	Author(s) background	What is the source's genre?	What type of audience is intended?	Is there financial information about the production process and/or directly related matters?
5.	<b>AITSL:</b> Stipulated in Document number 2 of this table column.	Genre: Report.  Initial teacher education: Data report 2016.	Commonwealth Government;  State and Territory governments;  ITE providers;  ATRA.	Yes. Stipulated in the AITSL (2017) <i>Annual report 2016-2017</i> . Melbourne: AITSL.  Funded by the Commonwealth of Australia. The Minister for Education and Training is the sole member and owner of the AITSL company, as stipulated in the above Document numbers of this table column;  Income revenue for the financial year (ended 30 June 2017) includes the below relevant income examples during 2016.  2016: Government funding \$11,865,544; sales of service \$1,577,423, and other revenue \$82,352 (AITSL, 2017, p. 54).
6.	<b>AITSL:</b> Stipulated in Document number 2 of this table column.	Genre: Report.  Initial teacher education: Data report 2017.	Commonwealth Government;  State and Territory governments;  ITE providers;  ATRA.	Yes. AITSL. (2017). <i>Annual report 2016-2017</i> . Melbourne: AITSL.  Funded by the Commonwealth of Australia. The Minister for Education and Training is the sole member and owner of the AITSL company, as stipulated in the above Document numbers of this table column;  Income revenue for the financial year (ended 30 June 2018) was not released at the time of this analysis.  Income revenue for 2017 is referred to in the above table column, number 5.
7.	<b>AITSL:</b> Stipulated in Document number 2 of this column.  <b>Professor Helen Timperley:</b> The University of Auckland, New Zealand; has taught in early childhood, primary and secondary education; many journal article publications; written books, and in 2010 was made a Companion to the New Zealand Order of Merit.	Genre: Report.  National system for the accreditation of pre-service teacher education programs: Consultation report (October 2010).	Commonwealth Government;  State and territory governments;  MCEECDYA;  ATRA and ACDE under the working name AQEEYSOC.	Yes, a statement. The document stipulates that the project was funded by AITSL. The Australian Government also funded the production process (AITSL, 2010, p. citation).
8.	<b>AITSL:</b> Stipulated in Document number 2 of this table column.	Genre: Standards and Procedures.  Accreditation of initial teacher education programs in Australia: Standards and Procedures (December 2015).	Commonwealth Government;  State and territory governments;  ITE providers;  ATRA.	Yes, a statement in the citation section of the official document. Funding was provided by the Australian Government (AITSL, 2015a, p. citation).
9.	<b>AITSL:</b> Stipulated in Document number 2 of this table column.	Genre: Guidelines. Guidelines for the accreditation of initial teacher education programs in Australia (June 2016).	Commonwealth Government;  State and territory governments;  ITE providers;  ATRA.	"AITSL is funded by the Australian Government" (AITSL, 2016b, p. 13). This statement is in-line with the time-frame of the AITSL (2016a) Guidelines document.

Row	Author(s) background	What is the source's genre?	What type of audience is intended?	Is there financial information about the production process and/or directly related financial matters?
10.	<p>Minister for Education, Adrian Piccoli, released the <i>GTIL</i> discussion paper, 31 July 2012. On 2 November 2012, consultation for this paper concluded. Overall, there were 577 online forum comments and 98 individual/group submissions. Feedback led to the development of the <i>GTIL – A Blueprint for Action</i>.</p> <p><b>Dr Michele Bruniges</b> Education and Communities. Previously led the NSW Dept of Ed.; senior roles in the Australian Government's DEEWR; senior roles in the ACT DET and NSW DET; a Fellow of ACE and ACEL; a Member of the Order of Australia; 2012 recognised for work in public policy.</p> <p><b>Mr Patrick Lee</b> Chief Executive, NSW Institute of Teachers; co-writer of the Standards draft.</p> <p><b>Mr Tom Alegounarias</b> Board of Studies NSW. Previously: President of BOSTES, NSW; founding Chief Executive, NSW Institute of Teachers; Director of Equity and General Manager of Strategic Policy for the DET, NSW; co-founder and chair ACEE.</p>	<p>Genre: Blueprint</p> <p>Great teaching, inspired learning: A blueprint for action (March 2013)</p>	<p>Commonwealth Government;</p> <p>NSW Government;</p> <p>Government and non-government school authorities;</p> <p>The Board of Studies, NSW;</p> <p>NSW Institute of Teachers;</p> <p>ACDE;</p> <p>ITE providers;</p> <p>BOSTES, the NSW Department of Education and Communities, NSW Catholic Education Commission, AIS NSW are collaborating to implement the Blueprint's reforms across NSW.</p>	<p>There is no delineated financial production process information, readily available. However, the directive for the development of the <i>GTIL – A Blueprint for Action</i> came from the former Minister for Education, Adrian Piccoli. As such, it can be ascertained that the production process was funded by the NSW Government.</p>
11.	<p><b>BOSTES, NSW</b></p> <p>BOSTES was formed 1 January 2014 after the amalgamation of the Board of Studies and the Institute of Teachers, NSW. BOSTES was the NSW state government education board.</p> <p>The NSW Education Standards Authority replaced BOSTES on 1 January 2017;</p> <p>BOSTES was responsible for: establishing professional standards; the accreditation of teachers; accreditation of ITE degrees; K-ITE curriculum; approval of professional learning; examinations; non-government school registration, and home-schooling registration; regulation of schools providing courses to international students, and the test administrator authority for the National Assessment Program Literacy and Numeracy (NAPLAN).</p>	<p>Genre: Framework.</p> <p>A framework for high-quality professional experience in NSW schools (2014)</p>	<p>BOSTES NSW;</p> <p>AITSL;</p> <p>NSW Vice-Chancellors Committee;</p> <p>NSW CDE;</p> <p>NSW DEC;</p> <p>Catholic Education Commission;</p> <p>Association of Independent Schools (AIS), NSW;</p> <p>Principals and teachers – for supervising teachers;</p> <p>NSW teacher education providers;</p> <p>Professional experience coordinators.</p>	<p>There is no delineated financial production process information, readily available.</p> <p>This official document was developed in response to <i>GTIL – A Blueprint for Action</i>, recommendation 4.1. The NSW Government supported the development of <i>A framework for high-quality professional experience in NSW schools (2014)</i> document and is referred to on the document cover and all other pages. As such, it can be ascertained that the production process was funded by the NSW Government.</p>

Row	Author(s) background	What is the source's genre?	What type of audience is intended?	Is there financial information about the production process and/or directly related financial matters?
12.	<b>BOSTES, NSW</b> Stipulated in Document number 11 of this table column.	Genre: Review.  Quality of initial teacher education in NSW: Online initial teacher education in NSW (2014)	Intended for, as well as on behalf, of the Crown;  NSW Government.	No delineated financial production process information is readily available.  The official document was developed in response to <i>GTIL – A Blueprint for Action</i> , recommendation 5.3. The NSW Government supported the development of <i>Quality of initial teacher education in NSW: Online initial teacher education in NSW (2014)</i> and is referred to under copyright and the document cover.
13.	<b>BOSTES, NSW</b> Stipulated in Document number 11 of this table column.	Genre: Policy.  Accreditation of initial teacher education programs in NSW: Policy and procedures v 0.4 (October 2014)	Commonwealth Government;  NSW Government;  AITSL;  Initial Teacher Education Committee (ITEC);  BOSTES, NSW;  BOSTES Quality Teaching Council (QTC);  Tertiary Education Quality and Standards Agency (TEQSA);  ACECQA;  NSW ITE providers.	No delineated financial production process information is readily available for this particular official document.  “BOSTES is a NSW government entity. BOSTES is a not-for-profit entity (as profit is not its principal objective) and it has no cash generating units. The reporting entity is consolidated as part of the NSW Total State Sector Accounts” (BOSTES, 2015, p. 135).
14.	<b>BOSTES, NSW</b> Stipulated in Document number 11 of this table column.	Genre: Report.  Great teaching, inspired learning report card (2014)	Intended for, as well as on behalf, of the Crown (as stipulated in Document 12 of this table), Commonwealth Government;  NSW Government;  AITSL;  Initial Teacher Education Committee (ITEC);  BOSTES, NSW;  BOSTES QTC;  TEQSA;  ACECQA;  NSW ITE providers.	No particular financial production process information is readily available.  The NSW Government supported the development of the GTIL report card (2014) and is referred to under copyright information and on the document cover. As such, it can be determined that the production process was funded by the NSW Government.

			<p>Government and non-government school authorities;</p> <p>NSW Institute of Teachers (NSW IT);</p> <p>ACDE;</p> <p>NSW CDE;</p> <p>ITE providers;</p> <p>NSW Vice-Chancellors Committee;</p> <p>NSW Department of Education and Communities;</p> <p>Principals and supervising teachers;</p> <p>Teacher educators;</p> <p>NSW teacher education providers professional experience coordinators.</p>	
Row	Author(s) background	What is the source's genre?	What type of audience is intended?	Is there financial information about the production process and/or directly related financial matters?
15.	<b>BOSTES, NSW</b> Stipulated in Document number 11 of this table column.	Genre: Report Quality of initial teacher education in NSW: Learning assessment. A report on teaching assessment in initial teacher education in NSW (2016)	Intended for, as well as on behalf, of the Crown;  NSW Government;  Teacher education institutions.	No particular financial information is readily available about the production process.  "The reporting entity is consolidated as part of the NSW Total State Sector Accounts" (BOSTES, 2015, p. 135), as stipulated in Document number 13 of this table column.
16.	<b>NSW Education Standards Authority (NESA)</b>  The NSW Education Standards Authority replaced BOSTES on 1 January 2017, stipulated in Document number 11 of this column. The NSW Minister for Education has the responsibility of NESA.	Genre: Report.  Quality of initial teacher education in NSW: Digital literacy skills and learning report: A report on teaching information and communication technologies in initial teacher education in NSW (2017).	Intended for, as well as on behalf, of the Crown;  NSW Government;  AITSL;  Teacher education institutions.	No financial production process information is readily available.  The NSW Government supported the production of this report. "Contain material prepared by NESA for and on behalf of the Crown in right of the State of New South Wales. The material is protected by Crown copyright" (NESA, 2017a, p. citation).
17.	<b>NSW Education Standards Authority (NESA)</b> Stipulated in Document number 16 of this table column.	Genre: Policy. NSW supplementary documentation: Professional expertise in initial teacher education (2017).	AITSL;  Teacher education institutions;	There is no readily available financial production process information about this document. However, NESA stipulates: "The Minister for Education can expect NESA to respond to government priorities for education and maximise the efficient use of government funds" (NESA, 2017b, p. 97).

Row	Author(s) background	What is the source's genre?	What type of audience is intended?	Is there financial information about the production process and/or directly related financial matters?
18.	<p><b>TRB of SA</b> The TRB is a Statutory Authority regulating the teaching profession in South Australia.</p> <p>The TRB is established under the <i>Teachers Registration and Standards Act 2004</i> (the Act). The <i>Teachers Registration and Standards Regulations 2016</i> (the Regulations) regulates the teaching profession.</p> <p>The TRB is constituted of 16 members, appointed by the Governor of South Australia. Members of the Board are nominated by: the Minister for Education, DECD; the AEU; the AIS; CEO; the IEU; the Universities of South Australia. At least half of the TRB members need to be teachers; one member must be a parent of a school student, and one member has to be a lawyer.</p>	<p>Genre: Policy.</p> <p>Policy and strategic development: Initial teacher education program accreditation policy (March 2018, v 3.0).</p>	<p>AITSL;</p> <p>Higher education providers of teacher education courses.</p>	<p>There is no delineated financial production process information, readily available.</p> <p>Fees are approved by the Governor of SA.</p> <p>Fees are recommended by Chief Executive, Department of the Premier and Cabinet.</p> <p>The TRB SA is part of the Minister of Education and Child Development, South Australia, portfolio.</p>
19.	<p><b>TRB TAS</b> The Teachers Registration Act 2000, was proclaimed 1 January 2002 and established the TRB TAS as a statutory authority for the regulation and advancement of the Tasmanian teaching profession. In 2001, teacher education courses, offered by the University of Tasmania's Faculty of Education were approved, enabling registration to start in 2002;</p> <p>July 2003, MCEETYA endorsed the National Framework for Professional Standards of Teaching.</p> <p>December 2005, the Tasmanian Professional Teaching Standards Framework was endorsed;</p> <p>Changes to the ACT were proclaimed 1 January 2010 and established the TRB TAS Board as a body corporate.</p> <p>The board is comprised of 12 members.</p>	<p>Genre: Policy</p> <p>Promoting the teaching profession and developing and improving teaching standards (2017)</p>	<p>AITSL;</p> <p>ITE providers.</p>	<p>There is no delineated financial production process information, readily available.</p> <p>The TRB TAS is externally funded and self-funded.</p> <p>“Operations of the Teachers Registration Board office are funded by revenue raised through registration and other fees. Corporate support is provided by the Department of Education... The scope and cost of this support is detailed in a three-year Service Level Agreement with the Department of Education that was renegotiated in July 2016” (TRB TAS, 2016, p. 10).</p>

## Appendix C: Investigation of the production process

Table 2: In-depth interviews

In-depth interviews (CDA)		
What is the background of the participants?	What type of audience is intended?	Are there associations with the source(s) and other groups?
<p><b>Professor Tania Aspland</b></p> <p><u>Professional background:</u></p> <p>Professor and Dean of Education Policy and Strategy, Faculty of Education and Arts, ACU (Sydney) (2014-present);</p> <p>Adjunct Professor, School of Education, Faculty of Professions, UoA (2013);</p> <p>Adjunct Professor, Faculty of Education, UoHK (2015);</p> <p>Adjunct Professor, Graduate School of Education, UoWA (2001-2015);</p> <p>Professor and Head, National School of Education, Faculty of Education and Arts, ACU (2013-2014);</p> <p>Professor and Head, School of Education, UoA (2009-2013);</p> <p>Professor and Head, School of Science and Education, faculty of Health Sciences, UoSC (2005-2009);</p> <p>Professor in Education, School of Education, Faculty of Community Services, Education and Social Sciences, ECU (2004-2005);</p> <p>Assistant to the Dean (Undergraduate Program), Faculty of Education, QUoT (2001-2003);</p> <p>Lecturer (Level B), School of Learning and Professional Studies, QUoT (1980-1999);</p> <p>Assistant Coordinator In-service Education, DoE, Queensland (1978-1979).</p> <p>Teacher, DoE, Queensland (1972-1978).</p> <p><u>Academic background qualifications:</u></p> <p>Doctor of Philosophy, UoQ (1999);</p> <p>Master in Education, DU (Curriculum Studies) (1992);</p> <p>Bachelor of Arts, UoQ (1983);</p> <p>Bachelor of Education Studies, UoQ (1978);</p> <p>Certificate in Special Education, CAE, Brisbane (1978);</p> <p>Diploma of Teaching, Kedron Park Teacher's College, Brisbane(Primary) (1973).</p>	<p><b>Academics in ITE</b></p> <p>Policy-makers</p> <p>Academic journal editors</p> <p>Government bodies</p> <p><b>The teaching profession</b></p> <p>Independent statutory bodies, associated with teacher education;</p> <p>The public.</p>	<p>Yes</p> <p>Member of AITSL Board (June 2015-June 2018);</p> <p>Appointed President (Chair) of ACDE (16 September 2013);</p> <p>Teacher Education Specialist Member ACDE (from 1 May 2013);</p> <p>Through ACDE and NSW CDE there is an association with Professor Lindsay Parry;</p> <p>Through ACDE there is an association with Professor Emeritus John Williamson;</p> <p>Through an organisation group there is a connection with Professor Jo Smith (pseudonym). To preserve anonymity, the name of the organisation is not referred to.</p>



What is the background of the participants?	What type of audience is intended?	Are there associations with the source(s) and other groups
<p><b>Professor Jo Smith (pseudonym)</b></p> <p><u>Professional background:</u></p> <p>Held a number of academic positions, nationally and internationally.</p> <p>Due to anonymity, professional background details are not referred to in this thesis.</p> <p><u>Academic background:</u></p> <p>Various undergraduate and post-graduate qualifications.</p> <p>Due to anonymity, academic background details are not referred to in this thesis.</p> <p>As referred above, due to anonymity further descriptive details are not noted in order to protect anonymity.</p>	<p>Academics in ITE</p> <p>Policy-makers</p> <p>Academic journal editors</p> <p>Government bodies</p> <p>The teaching profession</p> <p>Independent statutory bodies, associated with teacher education;</p> <p>The public;</p> <p>as stipulated in this table (<i>Participants 1; 2; 3, and 4</i>).</p>	<p>Yes</p> <p>There are some individual associations with other interview participants and an organisational group.</p> <p>Due to the interview participant's request for anonymity, the associations cannot be specified.</p>
<p><b>Ms Meredith Phillips</b></p> <p><u>Professional background:</u></p> <p>Manager Professional Standards and Registration, Department of Education, TRB TAS (current);</p> <p>Acting CEO Registrar (shared role), TRB TAS (2014).</p>	<p>Academics in ITE</p> <p>Policy-makers</p> <p>Academic journal editors</p> <p>Government bodies</p> <p>The teaching profession</p> <p>Independent statutory bodies, associated with teacher education;</p> <p>The public;</p> <p>as stipulated in this table (<i>Participants 1; 2, and 3</i>).</p>	<p>Yes</p> <p>Through TRB work with the University of Tasmania (UTAS), there is an association with Professor Emeritus John Williamson.</p>
<p><b>Professor Lindsay Parry</b></p> <p><u>Professional background:</u></p> <p>Professor of Education and Head of School of Education, CSU (Albury-Wodonga, Wagga Wagga and Port Macquarie)</p> <p>Head of School, School of Education, James Cook University (JCU) (2012);</p> <p>Associate Dean University of Southern Queensland (UoSQ)</p> <p>Associate Principal, Christchurch College of Education.</p>	<p>Academics in ITE</p> <p>Policy-makers</p> <p>Academic journal editors</p> <p>Government bodies</p> <p>The teaching profession</p> <p>Independent statutory bodies, associated with teacher education;</p> <p>The public;</p> <p>as stipulated in this table (<i>Participant 1</i>).</p>	<p>Yes</p> <p>Executive member NSW CDE (Treasurer);</p> <p>Through ACDE and NSW CDE there is an association with Professor Tania Aspland;</p> <p>Through ACDE there is an association with Professor Emeritus John Williamson;</p> <p>Through an organisation group there is a connection with Professor Jo Smith (pseudonym). To serve anonymity, the name of the organisation is not referred, as stipulated in the above column (<i>Participant 1</i>).</p>

What is the background of the participants?	What type of audience is intended?	Are there associations with the source(s) and other groups
<p><b>Professor Emeritus John Williamson</b></p> <p><u>Professional background:</u></p> <p>Professor Emeritus, UoT (current);</p> <p>Appointed Deputy President of ACDE (22 October 2015-present);</p> <p>Professor UoT (commenced appointment, 1993);</p> <p>Head of School, CU (appointment held for 17 years);</p> <p>General Studies school teacher and lecturer in a College of Technology (England) prior to Australian return.</p> <p><u>Academic background qualifications:</u></p> <p>Doctor of Philosophy, University of Leicester (UoL) (1988);</p> <p>Master of Arts, UoL (1975);</p> <p>Master in Education, UoL (1973);</p> <p>Diploma of Education UoNSW (1969);</p> <p>Bachelor of Arts, UoNSW (1968).</p>	<p>Academics in ITE</p> <p>Policy-makers</p> <p>Academic journal editors</p> <p>Government bodies</p> <p>The teaching profession</p> <p>Independent statutory bodies, associated with teacher education;</p> <p>The public;</p> <p>as stipulated in this table (<i>Participants 1 and 2</i>).</p>	<p>Yes</p> <p>Through ACDE there is association with Professor Tania Aspland;</p> <p>Through ACDE there is an association with Professor Lindsay Parry;</p> <p>Through an organisation group there is a connection with Professor Jo Smith (pseudonym). To serve anonymity, the name of the organisation is not referred, as stipulated in the above columns (<i>Participant 1; Participant 4</i>).</p>

## Appendix C: Investigation of the production process

Table 3: Academics' published views

Academics' published views (CDA)			
Row	What is the background of the author(s)?	What type of audience is intended?	Is there financial information about the production process?
1.	<p><b>Associate Professor Peter Howley</b></p> <p><u>Professional background:</u></p> <p>Associate Professor and Dean (Outreach), Faculty of Science, Science and Information Technology, University of Newcastle (UoN), (2016-2010);</p> <p>Co-section chair of Statistical Education, Statistical Society of Australia Inc. (2007-current);</p> <p>Section Chair of Medical Statistics, Statistical Society of Australia Inc. (2003-2005);</p> <p>Editorial Board, Statistical Society of Australia Inc. (2002-current);</p> <p>Casual Academic, School of Mathematical and Physical Sciences Australia, UoN (2000-2001);</p> <p>Associate Lecturer, Business and Law Australia, UoN (1999);</p> <p>Research Statistician, Statistics Department Australia, Health Services Group.</p> <p>Australia STEM Ambassador, The University of Newcastle (UoN);</p> <p>Associate Professor in Statistics (UoN);</p> <p>Sits on the International Advisory Boards for the International Statistical Literacy Project and the Data Science in Schools Project;</p> <p>Statistical Society of Australia Service Award winner (2018);</p> <p>Science and Technology Australia STEM Ambassador (2018);</p> <p>International Statistical Institute's Best Cooperative Project Award Winner (2017);</p> <p>National Award Winner (Office for Learning and Teaching Citation) (2015);</p> <p>Vice-Chancellor's Award Winner for Teaching Excellence and Contribution to Student Learning (University-wide) (UoN, 2014);</p> <p>A member of the Priority Research Centre (CARMA);</p> <p>A member of the Hunter Medical Research Institute, UoN.</p> <p><u>Academic background qualifications:</u></p> <p>Doctor of Philosophy, UoN;</p> <p>Bachelor of Mathematics (Honours), UoN;</p> <p>Bachelor of Mathematics, UoN);</p>	<p>Commonwealth and State Government;</p> <p>ITE providers;</p> <p>AITSL;</p> <p>NESA.</p>	<p>The author's articles were published in the <i>Australian Journal of Teacher Education</i> (refer to Appendix B, Table 4, Row 1) and <i>Teaching and Teacher Education</i> (refer to Appendix B, Table 4, Row 4).</p> <p>There was no readily available financial information about the production process.</p>

Row	What is the background of the author(s)?	What type of audience is intended?	Is there financial information about the production process?
2.	<p><b>Associate Professor Ruth Reynolds</b></p> <p><u>Professional background:</u></p> <p>Associate Professor, School of Education, UoN;</p> <p>Editorial Board (Social Educator), Social Educator Australia (2007-2012);</p> <p>Deputy Head, School of Education, UoN (2006-2007);</p> <p>Deputy Head, School of Humanities and Social Science, UoN (2005);</p> <p>Program convenor, Bachelor of Teaching/Bachelor of Arts (Primary and Secondary), Ourimbah Campus, UoN (2002-2007);</p> <p>Assistant Dean, Teacher Education, Faculty of Education and Arts, UoN;</p> <p>Assistant Dean, Education, Faculty of Education and Arts, UoN (2002-2005);</p> <p>Lecturer, UoN (1991-2002);</p> <p>Classroom Teacher, NSW Department of School Education (1974-1991).</p> <p><u>Academic background qualifications:</u></p> <p>Doctor of Philosophy, UoN;</p> <p>Diploma in Education, UoN;</p> <p>Bachelor of Social Science, UNE;</p> <p>Bachelor of Arts, UoN.</p>	<p>Commonwealth and State Government;</p> <p>ITE providers;</p> <p>AITSL;</p> <p>NESA;</p> <p>As stipulated in the above column (Row 1).</p>	<p>The author's articles were published in the <i>Australian Journal of Teacher Education</i> (refer to Appendix B, Table 4, Row 1) and <i>Teaching and Teacher Education</i> (refer to Appendix B, Table 4, Row 4).</p> <p>As stipulated in the above column (Row 1), there was no readily available financial information about the production process.</p>
3.	<p><b>Associate Professor Erica Southgate</b></p> <p><u>Professional background:</u></p> <p>Associate Professor, School of Education, UoN;</p> <p>National Equity Fellow (2016);</p> <p>Founder and past coordinator of the Teach Outreach volunteer program.</p> <p><u>Academic background qualifications:</u></p> <p>Doctor of Philosophy, UoN;</p> <p>Bachelor of Education, UoN.</p>	<p>Commonwealth and State Government;</p> <p>ITE providers;</p> <p>AITSL;</p> <p>NES;</p> <p>As stipulated in the above column above (Rows 1 and 2).</p>	<p>The author's articles were published in the <i>Australian Journal of Teacher Education</i> (refer to Appendix B, Table 4, Row 1) and <i>Teaching and Teacher Education</i> (refer to Appendix B, Table 4, Row 4).</p> <p>As stipulated in the above table columns (Rows 1 and 2), there was no readily available financial information about the production process.</p>
4.	<p><b>Professor Jo-Anne Reid</b></p> <p><u>Professional background:</u></p> <p>Presiding Officer of Academic Senate and Professor of Education, CSU;</p> <p>Head of School and Professor of Teacher Education, CSU;</p> <p>Previously Associate Dean, Teacher Education in the Faculty of Education, CSU;</p> <p>Curriculum Branch, WA;</p> <p>Previously, a secondary English teacher and Curriculum Advisory Consultant, WA;</p>	<p>Academics/ ITE providers:</p> <p>AARE presidential address in 2010;</p> <p>Teacher educators.</p>	<p>The author's article was published in the <i>Australian Educational Researcher</i>; an academic journal of the AARE (refer to Appendix B, Table 4, Row 2).</p> <p>The journal is published by Springer, five times per year. The main source of financial income stems from memberships, conference, and</p>

	<p>Previously, Literacy teacher educator (Ballarat), Federation University Australia;</p> <p>Previously, Literacy teacher educator, UNE;</p> <p>Past co-editor of the Asia-Pacific Journal of Teacher Education;</p> <p>Past President of ATEA;</p> <p>Past President of AARE;</p> <p>Past President of the NSW Teacher Education Council;</p> <p>Past Vice President of the World Association of Research in Education (WERA) (2011-2012);</p> <p>Ministerial Appointment to the inaugural NSW Quality Teaching Council;</p> <p>Previously chaired the NSWIT Initial Teacher Education Committee;</p> <p>Served as the NSW Vice-Chancellors' Committee representative on the NSW Board of Studies (2012-2013).</p> <p><u>Academic background qualifications:</u></p> <p>Doctor of Philosophy, Deakin University;</p> <p>Bachelor of Arts, UQ);</p> <p>Diploma of Education (UQ);</p>		<p>workshop registration fees.</p> <p>The author's article was published in the <i>Asia-Pacific Journal of Teacher Education</i>; an academic journal of ATEA (refer to Appendix B, Table 4, Row 3).</p> <p>The journal is published by Routledge, Taylor &amp; Francis Group, five times per year. ATEA membership includes subscription to this journal. The main source of financial income stems from memberships and conference registration fees.</p>
Row	What is the background of the author(s)?	What type of audience is intended?	Is there financial information about the production process?
5.	<p><b>Professor David Lynch</b></p> <p><u>Professional background:</u></p> <p>Professor of Education, School of Education (Gold Coast Campus), SCU;</p> <p>Almaden State School (closed 12 December 1997);</p> <p>Principal, Talwood State School;</p> <p>Principal, Federal State School;</p> <p>Member of the Research Advisory Group for AITSL for the <i>Research agenda for initial teacher education in Australia</i> (2015).</p> <p><u>Academic background qualifications:</u></p> <p>Doctor of Education, CQU;</p> <p>Master of Education (School Admin), JCU;</p> <p>Diploma in Teaching, JCU;</p> <p>Bachelor of Education, JCU;</p>	<p>Commonwealth and State Government;</p> <p>ITE providers;</p> <p>Teacher educators/ academics;</p> <p>AITSL.</p>	<p>The author's article was published in the <i>Australian Journal of Teacher Education</i> (refer to Appendix B, Table 4, Row 5).</p> <p>Financial information about the production process was not available.</p>

Row	What is the background of the author(s)?	What type of audience is intended?	Is there financial information about the production process?
6.	<p><b>Dr Tony Yeigh</b></p> <p><u>Professional background:</u></p> <p>Lecturer, School of Education, SCU;</p> <p>Research associate with the Centre for Children and Young People (SCU);</p> <p>Association for Mindfulness in Education (AME) member;</p> <p>Teacher Education Research Group (SCU) member;</p> <p>Leader of the School of Education Learning Sciences Research Group, SCU.</p> <p><u>Academic background qualifications:</u></p> <p>Doctor of Philosophy, SCU;</p> <p>Graduate Diploma in Education, SCU;</p> <p>Bachelor of Psychology (Honours), UNE;</p> <p>Bachelor of Arts, PUC.</p>	<p>Commonwealth and State Government;</p> <p>ITE providers;</p> <p>Teacher educators/ academics;</p> <p>AITSL;</p> <p>As stipulated in the above column (Row 5).</p>	<p>The author's article was published in the <i>Australian Journal of Teacher Education</i> (refer to Appendix B, Table 4, Row 5).</p> <p>Financial information about the production process was not available, as stipulated in the above column (Row 5).</p>
7.	<p><b>Professor Simone White</b></p> <p><u>Professional background:</u></p> <p>Head of School and Associate Dean of Education (Gippsland Campus), Monash University;</p> <p>Past Assistant Dean (International and Engagement) in the Faculty of Education at Queensland University of Technology (QUT);</p> <p>Founding member of the International Teacher Education Research Alliance (ITERA) project.</p> <p>Past President of the Australian Teacher Education Association (ATEA)</p> <p>Member of the Australian Association for Research in Education (AARE);</p> <p>Member of the American Association for research in Education (AERA);</p> <p>Member of the European Council for Education Research (ECER);</p> <p><u>Academic background qualifications:</u></p> <p>Doctor of Education, University of Technology (Sydney).</p>	<p>Teacher educators/ academics;</p> <p>ITE providers;</p> <p>Professional experience program coordinators.</p>	<p>The author's article was published in the <i>Asia-Pacific Journal of Teacher Education</i>; an academic journal of ATEA (refer to Appendix B, Table 4, Row 6).</p> <p>As stipulated in the above column (Row 4), the journal is published by Routledge, Taylor &amp; Francis Group, five times per year. ATEA membership includes subscription to this journal. The main source of financial income stems from memberships and conference registration fees.</p>
8.	<p><b>Associate Professor Di Bloomfield</b></p> <p><u>Professional background:</u></p> <p>Associate Professor, Faculty of Education and Social Work, UoS;</p> <p>Previously, Director of Professional Experience, UoS;</p> <p>Previously, Director of Professional Experience (Armidale), UNE;</p>	<p>Teacher educators/ academics;</p> <p>ITE providers;</p> <p>Professional experience program coordinators;</p> <p>As stipulated in the above column (Row 7).</p>	<p>The author's article was published in the <i>Asia-Pacific Journal of Teacher Education</i>; an academic journal of ATEA (refer to Appendix B, Table 4, Row 6).</p> <p>As stipulated in the above column (Rows 4 and 7), the journal is published by Routledge, Taylor &amp; Francis</p>

			Group, five times per year. ATEA membership includes subscription to this journal. The main source of financial income stems from memberships and conference registration fees.
Row	What is the background of the author(s)?	What type of audience is intended?	Is there financial information about the production process?
9.	<p><b>Associate Professor Rosie Le Cornu</b></p> <p><u>Professional background:</u></p> <p>Adjunct Associate Professor, teacher education, UoSA;</p> <p>Over 25 years, taught undergraduate and graduate professional experience, School of Education, UoSA;</p> <p>Life Member and Fellow of the Australian Teacher Education Association (2014);</p> <p>Teacher Educator of the Year award by the Australian Teacher Education Association and Pearson (2009);</p> <p>Citation for Outstanding Contribution to Student learning, UoSA (2009);</p>	<p>Teacher educators/ academics;</p> <p>ITE providers;</p> <p>Professional experience program coordinators;</p> <p>As stipulated in the above column (Rows 7 and 8);</p>	<p>The author's articles were both published in the <i>Asia-Pacific Journal of Teacher Education</i>; an academic journal of ATEA (refer to Appendix B, Table 4, Row 6 and Appendix B, Table 4, Row 7).</p> <p>The journal is published by Routledge, Taylor &amp; Francis Group, five times per year. ATEA membership includes subscription to the journal. The main source of financial income stems from memberships and conference registration fees, as referred to in the above column (Rows 4, 7, and 8).</p>
10.	<p><b>Professor Kim Beswick</b></p> <p><u>Professional background:</u></p> <p>ARC Future Fellow, Faculty of Education, UTAS;</p> <p>Successfully led the Faculty of Education (UTAS) mathematics education team for the National Office of Learning and Teaching Award: Teaching Excellence (2012);</p> <p>Research Award of the Mathematics Education Research Group of Australasia (2014);</p> <p>Appointed to the Australian Research Council College of Experts (2014).</p> <p>President, AAMT (2012-2014);</p> <p>Associate Dean (Research), Faculty of Education, UTAS (2011-2014);</p> <p>Graduate Research Coordinator (2011-2012);</p> <p>Bachelor of Education Course Coordinator (2007-2009);</p> <p>TEMAG Group member.</p> <p><u>Academic background qualifications:</u></p> <p>Doctor of Philosophy, Curtin University of Technology (2003);</p> <p>Diploma of Education, UTAS (1986);</p> <p>Bachelor of Science, UTAS (1985).</p>	<p>All educators and education providers, across Australia.</p> <p>"<i>Professional Educator's</i> audience is made up largely of all educators from early childhood, primary and secondary schools, TAFE/VET and higher education sectors. They can have different occupations... with appropriate qualifications, experience or interest within the education sector" (ACE, 2018).</p>	<p>The author's article was published in <i>Professional Educator</i>; "a light academic journal" (ACE, 2018), published by Studio 131, for the ACE;</p> <p>There was no financial information about the production process.</p>

Row	What is the background of the author(s)?	What type of audience is intended?	Is there financial information about the production process?
11.	<p><b>Professor Karen Swabey</b></p> <p><u>Professional background:</u></p> <p>Dean and Head of School, Faculty of Education UTAS;</p> <p>Professor, Health and Physical Education Pedagogy, Faculty of Education, UTAS;</p> <p>ACDE Board member (Tasmania): from 29 April 2016.</p> <p>Member of AARE;</p> <p>Past President and Fellow of the Tasmanian Division of the Australian Council for Health, Physical Education and Recreation;</p> <p>Advisory Group Member for the Office for Learning and Teaching, Innovation and Development grant: Keeping Cool by Building Resilience in Teacher Education (BRiTE) project;</p> <p>Member of the National Teacher Education Advisory Group to Response Ability.</p> <p>Previously (prior to university positions), teaching in primary and secondary school settings and school leadership positions.</p> <p><u>Academic background qualifications:</u></p> <p>Doctor of Philosophy, University of Queensland (UQ) (2006);</p> <p>Master of Science, California State University, United States of America USA (1988);</p> <p>Bachelor of Education, Tasmanian College of Advanced Education (1977).</p>	<p>Teacher educators;</p> <p>Education academics;</p> <p>ITE providers;</p> <p>Professional experience program coordinators.</p>	<p>The author's article was published in the <i>Australian Journal of Teacher Education</i> (refer to Appendix B, Table 4, Row 9).</p> <p>There was no financial information about the production process.</p>
12.	<p><b>Professor Geraldine Castleton</b></p> <p><u>Professional background:</u></p> <p>Deputy Dean in the Faculty of Education and Arts, ACU;</p> <p>National advisory panel on the English/Literacy national curriculum, member;</p> <p>Previously, Dean and Head of School of Education, UoSA;</p> <p>Past, Head of School of Education, UTAS;</p> <p>Past, Head of Continuing Professional Development, University of Worcester, United Kingdom (UK);</p> <p>Twenty years' experience as a primary school teacher;</p> <p><u>Academic background qualifications:</u></p> <p>Doctor of Philosophy;</p> <p>Master of Education (Honours);</p> <p>Graduate Diploma of Teaching;</p> <p>Bachelor of Education;</p> <p>Certificate of Teaching.</p>	<p>Teacher educators;</p> <p>Education academics;</p> <p>ITE providers;</p> <p>Professional experience program coordinators;</p> <p>As stipulated in the above column (Row 11).</p>	<p>The author's article was published in the <i>Australian Journal of Teacher Education</i> (refer to Appendix B, Table 4, Row 9).</p> <p>There was no financial information about the production process, as stipulated in the above column (Row 11).</p>



Row	What is the background of the author(s)?	What type of audience is intended?	Is there financial information about the production process?
13.	<p><b>Professor Dawn Penney</b></p> <p><u>Professional background:</u></p> <p>Professorial Research Fellow, School of Education, ECU (WA);</p> <p><u>Adjunct Professor, Physical Education and Sport Pedagogy, Monash University;</u></p> <p>Honorary visiting research fellow with Loughborough University, UK;</p> <p>Association for Physical Education (UK) Fellow (2017);</p> <p>Member of AARE (2017);</p> <p>Member of BERA (2017);</p> <p>National Board Member, Australian Council for Health, Physical Education and Recreation (2016).</p> <p><u>Academic background qualifications:</u></p> <p>Doctor of Philosophy, England;</p> <p>Bachelor of Arts (Honours), England.</p>	<p>Teacher educators;</p> <p>Education academics;</p> <p>ITE providers;</p> <p>Professional experience program coordinators;</p> <p>As stipulated above (Columns 11 and 12).</p>	<p>The author's article was published in the <i>Australian Journal of Teacher Education</i> (refer to Appendix B, Table 4, Row 9).</p> <p>There was no financial information about the production process, as stipulated in the above column (Rows 11 and 12).</p>

## Appendix C: Investigation of the production process

Table 4: Researcher's thesis

<b>Researcher' thesis (CDA)</b>			
What is the background of the researcher?	What type of audience is intended?	Are there associations with the source and other groups?	Does a political bias exist?
<p><b>Researcher: Loretta Bowshall</b></p> <p><u>Professional background:</u></p> <p>R-12 Music Teacher (2002-2018) part-time and full-time across different school systems and community contexts, in SA. Curriculum: AC; SACE; IB PYP; IB MYP; IB DP;</p> <p>Lecturer, School of Education, Faculty of Arts, UoA (2018);</p> <p>R-8 Classroom Teacher (2004-2012) part-time across different school systems and community contexts, in SA.</p> <p>SACE Research Project Teacher;</p> <p>Instrumental Music Teacher (1993-2000) part-time across different school systems and community contexts, in SA;</p> <p><u>Academic background qualifications:</u></p> <p>PhD research at The University of Adelaide (commenced 2013);</p> <p>Philosophy at The University of Oxford (commenced 2015);</p> <p>Master of Educational Studies, UoA (2012);</p> <p>Graduate Certificate in Education, Catholic Education, UoSA (2008);</p> <p>Bachelor of Primary Education Studies, CSU (2002);</p> <p>Bachelor of Music (NEW), UoA (1995);</p> <p>Institute of Music Teachers, Australia, IMT (1994);</p> <p>Diploma of Music, School of Music (1992);</p> <p>Advanced Certificate in Music Accompanying, School of Music (1992).</p>	<p>This research study aims to add to public discourse.</p>	<p>Yes</p> <p>Member of AARE;</p> <p>Member of ACE;</p> <p>Member of ATEA;</p> <p>Golden Key International Honour Society (GKIHS);</p>	<p>The researcher is not aware of any political bias that may exist.</p>

## Appendix D: Development of further coding categories

Table 1: Official documents

Official documents (CDA)		
What text links to the research questions, eventually leading to key themes (CDA)?		
Words	Sentences	Key themes
<p>Official document words, relevant to the research, across the documents:</p> <p>Scrutiny</p> <p>Review</p> <p>Reviews</p> <p>Reviewed</p> <p>Reviewing</p> <p>Critical</p> <p>Critics</p> <p>Crucial</p> <p>Examine</p> <p>Examination</p> <p>Examinations</p> <p>Evaluate</p> <p>Evaluated</p> <p>Evaluating</p> <p>Evaluation</p> <p>Funding</p> <p>Report</p> <p>Reporting</p> <p>Accountability</p> <p>Accountable</p> <p>Professional</p> <p>Experience</p> <p>National</p> <p>Nationally</p> <p>Commonwealth</p> <p>Government</p> <p>Governments</p> <p>Standards</p> <p>Procedures</p> <p>Standardisation</p> <p>Standardised</p> <p>Accreditation</p> <p>Accredit</p> <p>Accredited</p> <p>Effectiveness</p> <p>Effectively</p> <p>Evidence</p> <p>State</p> <p>Statewide</p> <p>Profession</p> <p>Professional</p>	<p><b>Q1.0</b> Are the changes to initial teacher education, with particular reference to the practicum, <i>substantive real change or just policy change?</i></p> <p><b>Q1.1</b> The need for these policies and <b>procedures</b> to be regularly <b>reviewed</b> and altered to suit changing circumstances was also considered important (BOSTES, 2014b, p. 21);</p> <p><b>Q1.2</b> The Board will make the decision to <b>accredit</b> or re-accredit programs in their jurisdiction whilst working to a <b>nationally</b> consistent approach to <b>accredit</b> ITE programs for registration purposes as endorsed by Education Council comprising all Australian Education Ministers in December 2015 (TRB SA, 2018, p. 2);</p> <p><b>Q1.3</b> The small number who disagreed with the proposal did not disapprove of a <b>national</b> system per se. However, they highlighted specific gaps they considered major issues, including: the danger of <b>standardisation</b> and lack of diversity, and insufficient reference to social inclusion, difference and Indigenous views (AITSL, 2010, p. 9);</p> <p><b>Q1.4</b> AITSL would implement the <b>National</b> Initial Teacher Education and Teacher Workforce Data Strategy (NDS). The NDS will unite existing <b>national</b> and jurisdiction-based ITE and teacher workforce data sets to provide a picture of ITE and the teacher workforce at the <b>national</b> level. It will enable supply and demand modelling for workforce planning and increase our understanding about the workforce outcomes of ITE (AITSL, 2017, p.3);</p> <p><b>Q1.5</b> This <b>report</b> aims to inform ongoing research and policy development (AITSL, 2017, p.1);</p> <p><b>Q1.6</b> Ongoing <b>monitoring</b> and <b>examination</b> of the impact of programs on teacher capability and <b>effectiveness</b> is essential to continuous improvement and quality assurance (TEMAG, 2014, p. xii);</p> <p><b>Q1.7</b> The Organisation for Economic Co-operation and Development (OECD) sees <b>accreditation</b> as a way of ensuring that initial teacher education is <b>evaluated</b>, <b>reviewed</b> and debated on an ongoing basis (TEMAG, 2014, p. 8);</p> <p><b>Q1.8</b> Within the field of initial teacher education AITSL has been tasked with the ongoing <b>monitoring</b> and <b>review</b> of the <b>national</b> approach to <b>accreditation</b> of initial teacher education programs (AITSL, 2017, p. citation);</p> <p><b>Q1.9</b> Additional themes raised by respondents several times throughout the consultation process are:... The need to build in a process for <b>reviewing/evaluating</b> the <b>accreditation</b> system itself (AITSL, 2010, p. 8);</p> <p><b>Q1.10</b> Initial teacher education in Australia has been the subject of a large number of <b>reviews</b>, but the outcomes have had limited impact on the policy and practice of developing new teachers (TEMAG, 2014, p. xi);</p> <p><b>Q1.11</b> All courses are <b>reviewed</b> every five years in a process led by course directors... aligned to <b>accreditation</b> requirements (BOSTES, 2014b, p. 43);</p> <p><b>Q1.12</b> The ongoing cycle of <b>review</b> and re-<b>accreditation</b> will provide assurance of graduate teacher quality and building public confidence in the profession (AITSL, 2015b, p. 3);</p> <p><b>Q1.13</b> Providers have processes in place for the ongoing collection, analysis and evaluation of data to inform program improvements and periodic formal <b>evaluation</b> of the program, including participation in <b>national</b> and jurisdictional data collections to support local and <b>national</b> teacher workforce supply <b>reporting</b>, program and provider benchmarking, and to build a cumulative database of <b>evidence</b> relating to the quality of teacher education in Australia (AITSL, 2015b, p. 18);</p> <p><b>Q1.14</b> If a program is delivered across multiple jurisdictions, then those jurisdictional Authorities can participate in the ongoing <b>monitoring</b>, moderation and <b>reporting</b> processes (AITSL, 2015b, p. 26);</p> <p><b>Q1.15</b> <b>Review</b> of the <b>national accreditation</b> process...periodic <b>review</b> of the <b>Standards</b> and <b>Procedures</b> informed by international <b>evidence</b> and research (AITSL, 2015b, p. 31);</p>	<p>Accreditation (forms part of ongoing review and ITE reform)</p> <p>Standardisation (forms part of ITE reform)</p> <p>Increased accountability (forms part of the accountability agenda)</p> <p>Formal partnerships (forms part of the partnership importance)</p>

<p><b>Monitor</b> <b>Monitoring</b></p>	<p><b>Q1.16</b> The Authority will provide AITSL with a summary <b>report</b> on a program's accreditation outcome in the summary <b>report</b> template which will inform ongoing activities focussed on improving the <b>accreditation</b> process (AITSL, 2016a, p. 57);</p> <p><b>Q1.17</b> The NSW <b>Government</b> adopted all the recommendations of Great Teaching, Inspired Learning: A blueprint for action... The blueprint made recommendations for an annual process to <b>review</b> and <b>report</b> on different aspects of... (ITE) programs (NESA, 2017a, p. 6);</p> <p><b>Q1.18</b> NESA, in conjunction with employing authorities and ITE providers, will lead the identification of targeted <b>professional</b> development that aims to improve the digital literacy skills for supervisors supporting and assessing teacher education students on <b>professional</b> experience placements and mentors of beginning teachers (NESA, 2017a, p. 31);</p> <p><b>Q1.19</b> The Institute will continue to <b>monitor</b> the approach of ITE providers to these key content areas and teaching methods as an ongoing requirement of ITE programs in NSW (Bruniges, Lee, Alegounarias, 2013, p. 9);</p> <p><b>Q1.20</b> Specialist <b>professional</b> experience schools will showcase high quality <b>professional</b> placement practice... They will be required to demonstrate whole school commitment to the collective examination of teaching practice and ongoing <b>professional</b> learning around outstanding teaching practice in association with the preparation of teachers (Bruniges, Lee, Alegounarias, 2013, p. 10);</p> <p><b>Q1.21</b> Stakeholder concerns include the limited <b>evidence</b> required to demonstrate the quality of programs and graduates, as well as the limited ongoing <b>monitoring</b> of programs (TEMAG, 2014, p. 8).</p> <p><b>Q2.0 What are the implications and outcomes of the Commonwealth assuming increased control over initial teacher education?</b></p> <p><b>Q2.1 Standards and Procedures</b> include processes and structures that ensure a rigorous and <b>nationally</b> consistent <b>accreditation</b> process (AITSL, 2015b, p. 2);</p> <p><b>Q2.2</b> These <b>Standards and Procedures</b> set out the requirements that an initial teacher education program must meet to be <b>nationally accredited</b> (AITSL, 2015b, p.2);</p> <p><b>Q2.3</b> The Australian Institute for Teaching and School Leadership was formed to provide national leadership for the <b>Commonwealth, state</b> and territory <b>governments</b> in promoting excellence in the <b>profession</b> of teaching and school leadership with <b>funding</b> provided by the Australian <b>Government</b> (AITSL, 2013, p. citation);</p> <p><b>Q2.4</b> These programs bring increased public commentary and <b>accountability</b>, meaning teachers are more likely to need the knowledge, skills and understanding that will enable them to be <b>critical</b> users of broader data (BOSTES, 2016, p. 12);</p> <p><b>Q2.5</b> SCU employs an <b>Accreditation</b> and eLearning Officer who has the dual roles of assisting with unit design and ensuring <b>standardisation</b> (BOSTES, 2014b, p. 22);</p> <p><b>Q2.6</b> Three key content areas relevant for beginning teachers: 1. classroom assessment; 2. <b>statewide</b> tests and <b>examinations</b>; 3. large-scale <b>standardised</b> assessment programs (BOSTES, 2016, p. 13);</p> <p><b>Q2.7</b> Make the Australian <b>Professional Standards</b> for Teachers central to delivering fair and <b>accountable</b> performance and <b>accreditation</b> processes and high quality <b>professional</b> development for all teachers (BOSTES, 2014c, p. 4);</p> <p><b>Q2.8</b> The <b>Standards and Procedures</b>, which sets out a <b>nationally</b> consistent process to <b>accredit</b> programs, including the establishment and composition of <b>accreditation</b> panels, assessment of programs by these panels, <b>reporting accreditation</b> decisions, and mechanisms for achieving <b>national</b> consistency (TRB SA, 2018, p. 2);</p> <p><b>Q2.9</b> Throughout 2016 and into 2017 AITSL has continued to implement key aspects of the <b>Government's</b> response to the <b>report</b> of the Teacher Education Ministerial Advisory Group (TEMAG): Action Now: Classroom Ready Teachers (AITSL, 2017, p. 1);</p> <p><b>Q2.10</b> Business models: <b>Critics</b> of online learning have questioned provider motives in establishing programs in their belief that much online teacher education has been established to attract students for financial benefits (BOSTES, 2014b, p. 36);</p> <p><b>Q2.11</b> Large-scale <b>standardised</b> performance tasks incorporated into system-level assessments for <b>monitoring</b> and providing policy maker and practitioner relevant information on overall performance levels (BOSTES, 2016, p. 13);</p>	
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	<p><b>Q2.12</b> The Institute will implement an annual process to <b>examine</b> ITE programs in agreed targeted areas, producing an annual public <b>report</b> to the Minister (BOSTES, 2013, p. 9).</p> <p><b>Q2.13</b> The transparency of all units is seen as an excellent way to manage quality and <b>accountability</b> (BOSTES, 2014b, p. 45);</p> <p><b>Q2.14</b> It will provide <b>critical</b> information about who is being prepared to teach and how <b>effectively</b>, who is teaching, where they are teaching, what they are teaching, and will identify gaps across government and non-government schools (AITSL, 2017, p. i);</p> <p><b>Q2.15</b> Quality assurance mechanisms for <b>review</b> and continuous improvement between assessment tasks and Graduate Teacher <b>Standards</b> (AITSL, 2016a, p. 6);</p> <p><b>Q2.16</b> Teacher preparation is currently the subject of <b>scrutiny</b> (BOSTES, 2014b, p. 33);</p> <p><b>Q2.17</b> The annual <b>reporting</b> of data against the plan will contribute to the <b>evidence</b> required at the end of an <b>accreditation</b> period (AITSL, 2015b, p. 7);</p> <p><b>Q2.18</b> It is jurisdictional teacher regulatory authorities (Authorities) who actively lead and implement these <b>national Standards</b> and <b>Procedures</b> in their local context. AITSL will collaborate with the Authorities to periodically <b>evaluate</b> the <b>accreditation</b> decision-making process and initiate and lead activity to support <b>nationally</b> consistent assessment of <b>evidence</b> (AITSL, 2015b, p. 2);</p> <p><b>Q2.19</b> Training of panel members to <b>accredit</b> Initial Teacher Education courses (TRB TAS, 2017, p. 2);</p> <p><b>Q2.20</b> There is <b>evidence</b> of a formal <b>partnership</b> between the ITE provider and the school/setting (TRB SA, 2018, p. 5).</p> <p><b>Q3.0 How have the various interest groups responded to the Commonwealth's assumption of increased control over initial teacher education?</b></p> <p>No responses were identified in relation to the Commonwealth's role in pre-service teacher education.</p> <p><b>Q4.0 How is the importance of the practicum perceived, in relation to initial teacher education programs as a whole?</b></p> <p><b>Q4.1 Professional experience</b> provides a <b>critical</b> link for integrating theory and practice (TEMAG, 2014, p. 22);</p> <p><b>Q4.2</b> Reliable and consistent assessment of the teaching performance assessment is a <b>critical</b> element of ensuring a robust assessment framework in initial teacher education (AITSL, 2015b, p. 8);</p> <p><b>Q4.3</b> The most effective <b>professional experience</b> is not only aligned and developed with course work but also supervised by effective teachers in collaboration with providers (TEMAG, 2014, p. 26);</p> <p><b>Q4.4 Professional experience</b> in schools must be the central activity of any initial teacher education <b>professional experience</b> program (NESA, 2017b, p. 2);</p> <p><b>Q4.5 Professional experience</b> is a <b>critical</b> aspect of initial teacher education and provides a <b>crucial</b> opportunity for initial teacher education providers and schools to work together to share knowledge, expertise and passion for teaching in order to prepare the next generation of teachers (BOSTES, 2014a, p. 2);</p> <p><b>Q4.6 Professional experience</b> should expose teacher education students to a range of schools and make them aware of the challenges and realities of classrooms and the diversity that exists in our school student population (BOSTES, 2014a, p. 2);</p> <p><b>Q4.7</b> A well-structured and well-resourced <b>professional experience</b> program is a vital component of initial teacher education (BOSTES, 2014a, p. 2).</p> <p><b>Q5.0 Whom does the practicum serve?</b></p> <p><b>Q5.1 Professional experience</b> is a <b>critical</b> aspect of initial teacher education and provides a <b>crucial</b> opportunity for initial teacher education providers and schools to work together (BOSTES, 2014a , p.2).</p>	
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## Appendix D: Development of further coding categories

Table 2: In-depth interview – Participant 1

In-depth interview: Participant 1 (CDA)		
What text links to the research questions, eventually leading to key themes (CDA)?		
Words	Sentences	Key themes
<p>Words from the interview, relevant to the research, across the quotations:</p> <p>Review</p> <p>Report</p> <p>Partnerships</p> <p>Practicum</p> <p>Practicums</p> <p>National</p> <p>Commonwealth</p> <p>Government</p> <p>Governments</p> <p>Standards</p> <p>Accredit</p> <p>Accrediting</p> <p>Accredited</p> <p>Evidence</p> <p>State</p> <p>States</p> <p>Control</p> <p>Assessment</p> <p>Responded</p> <p>Funding's</p> <p>Intervention</p> <p>Interest</p> <p>Interests</p> <p>Recommendation</p> <p>Recommendations</p> <p>Profession</p> <p>Professional</p> <p>They</p> <p>They've</p> <p>They're</p> <p>They'll</p>	<p><b>Participant 1. Question 1.0:</b> How have the various interest groups you are linked to responded to the Commonwealth's assumption of increased control over initial teacher education?</p> <p><b>P1.Q1.S1</b> I'm linked mainly to groups that are associated with the Deans of Education and so my, my view will be representative mainly of how the Deans of Education have responded to the Commonwealth control;</p> <p><b>P1.Q1.S2</b> Firstly, we all know that universities are funded by the Commonwealth but in the higher education act universities are self-accrediting organisations so while the Commonwealth's funds universities if their self-accrediting like a university..., once their accredited their supposed to be autonomous institutions that run themselves. So, there should be no Federal intervention after the funding's been approve;</p> <p><b>P1.Q1.S3</b> So, when the, umm, Commonwealth funds teacher education because there's a national set of standards, they want to accredit those programs against those standards;</p> <p><b>P1.Q1.S4</b> The National Standards were written collaboratively by Government, people felt they had a say and it was the platform for teacher quality;</p> <p><b>P1.Q1.S5</b> The government, mainly under Minister Pyne, decided that there was a problem with teacher quality and it was mainly based on the public outcry rather than evidence. So, he asked for a review and that review was called, umm, well the report of the review is called TEMAG;</p> <p><b>P1.Q1.S6</b> There were five areas around which the government then decided to make recommendations, and the one around the Literacy and Numeracy Test has caused enormous public reaction because of two things. One, it's because, umm, my interest group believes that most graduates are literate and numerate because of all the things that they do while they are in a teacher education course, and two, because there is an, there is an implication that if the students don't pass the Literacy and Numeracy test they can't graduate so it's, so it doesn't matter what the test was or how it was put together, although that was controversial, the interest groups were saying because universities were autonomous the government had no authority to say that if you didn't pass the Literacy and Numeracy Test, you couldn't graduate. So that, so there was a lot of push back and a lot of, antigovernment reaction to that Literacy and Numeracy test;</p> <p><b>P1.Q1.S7</b> In terms of professional experience, the same problems exist. And all TEMAG said was you've got to build better partnerships and have an integrated professional experience. Not, nobody's really argued with that but the one that they, the other, [pause] umm, recommendation that's caused great uproar in the interests' groups that I'm associated with is evidence of impact;</p> <p><b>P1.Q1.S8</b> The Government is saying well what evidence do you use, and it's a very good question because all the interests groups could say was well if they got a job they must be good and the Government has said well that's not good enough evidence. So that's been the other one where, umm, at the interest groups have reacted quite strongly against it because one it's going to be expensive to collect that evidence and secondly we lose our students so how do we know they go all over the place but again it comes back to that principal, that if universities are autonomous institutions, we shouldn't have to do that.</p> <p><b>Participant 1. Question 2.0:</b> From your observations what are the implications and outcomes of the Commonwealth assuming increased control over initial teacher education?</p> <p><b>P1.Q2.S1</b> Responses have been quite different in different States. So, the Deans of Education in Queensland have joined together with the regulatory authorities and they are holding hands and they are actually saying the government, the Commonwealth Government, legislatively you can't tell us what to do and we are not going to do it... South Australia has done a little bit of that;</p> <p><b>P1.Q2.S2</b> New South Wales is the most extreme. The state government has not only picked up the TEMAG recommendations they, and they've, and they have supported them to a point but they've reinterpreted them according to their own</p>	<p>Standardisation (forms part of ITE reform)</p> <p>Evidence (forms part of accountability agenda and ongoing review)</p> <p>Implementation (theoretical vs practical): (forms part of ITE reform and partnership importance)</p> <p>Funding (forms part of ITE reform)</p> <p>State vs Federal (forms part of ITE reform)</p> <p>Practicum (as core) (forms part of practicum importance)</p> <p>Accreditation (forms part of accountability agenda and ITE reform)</p>

minister...extensively it looks like the **state** minister is saying well you can make those **recommendations**, but we're actually going to ignore them and make our own so their actually rejecting... and the Deans of Education are saying we don't want **state** based regulations we would rather go with the **Commonwealth** regulations;

**P1.Q2.S3** I don't know what's happening in Tasmania. You don't hear anything about Tasmania and South Australia of course is really, umm, really broke... and **they** are pretty much rejecting a lot of the **Commonwealth intervention** in teacher education on the basis that **they** can't afford to make the changes;

**P1.Q2.S4** Piccoli much more adamant and saying well no, you're the **Commonwealth**, you fund universities, but you don't fund schools... New South Wales is where the **interest** groups have had the most angst. So, Mr Piccoli superseded the **Commonwealth recommendations** with the set of **state recommendations** called Great Teachers;

**P1.Q2.S5** So the **National recommendation** is you put teachers in schools as soon as possible. **State** regulation is you're not going to get them into schools until second year because I want to make sure **they** pass first year... The Deans would actually go with the **Commonwealth recommendation** that **they** have to be in schools early. So, their trying, the Deans are trying to advocate in favour of the **Commonwealth recommendation** against the **State** regulation. So, you know, New South Wales is particularly umm, volatile in that the Deans of Education are really pushing back on the **State** Minister... would prefer to go with the **Commonwealth recommendations** not the **State** regulations.

**Participant 1. Question 3.0: What are your views on the changes to initial teacher education with particular reference to the practicum?**

**P1.Q3.S1** Okay... the **recommendation** around the **practicum**, there's two things I think that came out of the **Commonwealth**. One it had to be integrated, well who knows what that means but what I think it means was that prac and theory were meant to be integrated and we've known that for years, so that wasn't a new;

**P1.Q3.S2** The second thing...there should be more academics with school based experience and most of the **interest** group pushed back on that because while some academics could teach in the school, most academics couldn't because **they've** been out of schools too long and we made the argument to Minister Pyne that you don't need to teach in a school to be a good academic... you need teachers to teach in school and academics to work beside schools to do their research... So, when it comes to the **practicum** one of the big shifts is, that if you've got this partnership, two things that the **assessment** should be done mainly by the classroom teacher, not by the academic, because it's the classroom teacher who sees the student day in, day out, and can make a fair **assessment**... But How do we know that every student who's a, been graded as a pass in final year is comparable? And that's because there's no **National** framework. So, the **Commonwealth** are insisting that there's a **National assessment** sheet or framework for all graduating students. So, the **interest** groups theoretically think that's a good idea, but **they** can't see how it's going to work in practice;

**P1.Q3.S3** **They** feel that **they're** losing their identity if **they** go to a **National** framework. **They** think that it's true that it might bring comparability, but **they** don't know how **they're** going to moderate so how does one university moderate with another university when their miles and miles apart?... and **they're** very different universities so CSU and Sydney... how can you moderate very different clientele?

**P1.Q3.S4** The third thing is that this **assessment** has to be **evidence** based... when there are 40,000 students producing **evidence**, what **evidence** is going to be reliable and what **evidence** isn't? ...how the students going to collect it, how are **they** going to demonstrate it, and how is that going to be comparable, so whilst theoretically around the **National** framework, or common framework.. **they** think it's theoretically a very good idea but **they** cannot see how it can be operationalised at a **National** level and it's the same thing as most of the **recommendations** from TEMAG;

**P1.Q3.S5** Who's going to pay for it? So, the financial demands placed on universities to do this work out of TEMAG is exorbitant and the **government's** not coming up with any money. So, ... universities is saying well these **recommendations** are fine, we'll implement them, but you have to resource them and the **governments** saying no, we haven't got any more money, you have to resource them. So, as to whether **they'll** get implemented, I don't know. What I do know [*pause*], is that AITSL – (just weighing up what I can say and can't say) - what I do know is that AITSL is going to take the lead on a **National** framework and it will probably be based on an American model [*long pause*] It's about all I can say on that;

**P1.Q3.S6** So unless AITSL or the **government**, and remember AITSL's owned by the minister, that's why their actually very careful about what **they** release. **They** don't own anything. He owns it all. So, if **they're** going to release anything from AITSL **they** have to have people to sign off on it... I don't think much will change;

**P1.Q3.S7** We've... got to get away from these content based **practicums** where I come to your class and you say to me I want you to teach a unit on gravity... the discourse has got to become well what **standards** do you need to demonstrate? What skills do you need to develop?

**P1.Q3.S8** So, it's going to be much more **evidence** based and **standards** based, and the Deans of Education are finding that very difficult.. to make the transition, particularly with schools who really still want to teach a unit on gravity... the Deans know that there's a bit of a disjunct between what TEMAG's looking for.. and the traditional practices of teachers... if the **Commonwealth** wants us to go down this pathway **they** have to provide the money to **professional** develop the lecturers, and the teachers;

**P1.Q3.S9** **Practicum** will probably continue to be very much what it's always been. It will be very hard to change it;

**Participant 1. Question 4.0: How do you see the importance of the practicum in relation to initial teacher education programs as a whole?**

**P1.Q4.S1** You should start with the **practicum** as the core and you build everything else around it;

**P1.Q4.S2** Everybody wants it, everybody wants them in schools more but the elephant in the room, and my **interest** group would unanimously support this, is the **industrial conditions**. Having to **pay** teachers daily, it will send universities broke;

**P1.Q4.S3** Now that's very expensive and if you've got to pay... on a day by day basis, ... universities won't survive.

**Participant 1. Question 5.0: Interview A Q5.0: Whom does the practicum serve and who owns it?**

**P1.Q5.S1** So, the **profession** owns the **practicum**, cause that's what it's about;

**P1.Q5.S2** The **profession** owns the **practicum**;

**P1.Q5.S3** It's owned, by the whole **profession** and once you enter into it you are part of that **profession**;

**P1.Q5.S4** Whom does it serve? Children, students, courts, families, because what we're doing, is, it's all about the students. We're inducting people into the **profession**, we're training them within the **profession**, **they're** going to grow and become autonomous members of the **profession**, and what is the **profession**? It's about serving children... I'd say children and their communities, but children primarily.



## Appendix D: Development of further coding categories

Table 3: In-depth interview – Participant 2

In-depth interview: Participant 2 (CDA)		
What text links to the research questions, eventually leading to key themes (CDA)?		
Words	Sentences	Key themes
<p>Words from the interview, relevant to the research, across the quotations:</p> <p>Accountability</p> <p>Practicum</p> <p>National</p> <p>Commonwealth's</p> <p>Government</p> <p>Accreditation</p> <p>Important</p> <p>State</p> <p>States</p> <p>Control</p> <p>Increased</p> <p>Interest</p> <p>Rules</p> <p>Relationship</p> <p>Stakeholder</p> <p>Stakeholders</p> <p>They</p> <p>They're</p> <p>They've</p>	<p><b>Participant 2. Question 1.0: How have the various interest groups you are linked to responded to the Commonwealth's assumption of increased control over initial teacher education?</b></p> <p><b>P2.Q1.S1</b> They're [ACDE] an <b>important interest</b> group in the Australian context... <b>they're</b> very proactive and have their own ah, journalist and <b>they</b> have their own, umm, PR person who, who helps us steer in that kind of what I call the <b>National</b> agenda... I think that's quite <b>important</b> because <b>they</b> make sure the line of communication is with AITSL and also with the Federal <b>Government</b>... and also with the Teachers Registration Boards in each of the <b>States</b> and that's really <b>important</b> because... previously it's been quite hard to actually choose, introduce any change into teacher education and there was this idea that it's been the hundredth attempt to change it, or a hundred and one or something, that's what Pyne said. Umm, what I think <b>they've</b> done very smartly here is <b>they've</b> made a key <b>stakeholder interest</b> group here AITSL, and AITSL have now been empowered to come and drive the change and the way <b>they're</b> doing it is through <b>accreditation</b>. So, it's ah, a way in;</p> <p><b>P2.Q1.S2</b> So it's been a very smart way in my opinion of how you wanna create change. You do it through AITSL [pause] and <b>they</b> do it through <b>accreditation</b>;</p> <p><b>P2.Q1.S3</b> Umm, on a more kind of <b>State</b> level, a key <b>stakeholder</b> for us is Teachers Registration Board and as an illustration of that kind of role, umm, that maybe hops a little bit from the <b>Commonwealth's</b> assumption of <b>increased control</b> which comes from TEMAG of course.</p> <p><b>Participant 2. Question 2.0: From your observations what are the implications and outcomes of the Commonwealth assuming increased control over initial teacher education?</b></p> <p><b>P2.Q2.S1</b> Yeah, I mean <b>they've</b> got change, I mean that's the interesting thing. It has instituted change, and that's through <b>accreditation rules</b> so, umm, is it an <b>increased</b> form of <b>control</b>? Yes it is. It's more <b>accountability</b> and auditing...</p> <p><b>P2.Q2.S2</b> So what we've tried to do there is introduce an idea... you do the mandatory practicum, but you also have an internship, so you form a longer term <b>relationship</b> with a school. You can't do all your practicums in the same school, but it might be a cluster of schools and you build that longer term <b>relationship</b> now that is something which is <b>important</b> in the TEMAG idea as well because it's building a... longer term <b>relationship</b>.</p> <p><b>Participant 2. Question 3.0: What are your views on the changes to initial teacher education with particular reference to the practicum?</b></p> <p><b>P2.Q3.S1</b> I think we can move towards a more stream-lined approach which is simpler and similar;</p> <p><b>P2.Q3.S2</b> I think we should be moving that way, but in terms of principle but in pragmatic terms it won't go very quickly.</p> <p><b>Participant 2. Question 4.0: How do you see the importance of the practicum in relation to initial teacher education programs as a whole?</b></p> <p><b>P2.Q4.S1</b> Umm, well it's a key ingredient;</p> <p><b>P2.Q4.S2</b> You have to have that, making people classroom ready and the argument has always been made that students will say... I've learnt far more from my <b>practicum</b> than I did in four years at [university name removed to preserve anonymity]</p> <p><b>P2.Q4.S3</b> I think the <b>practicum</b> should come early in the first year. Ahh, I believe it's a key ingredient;</p> <p><b>P2.Q4.S4</b> I think we've got the weighting right.</p> <p><b>Participant 2. Question 1.0: Whom does the practicum serve and who owns it?</b></p> <p><b>P2.Q5.S1</b> Well, who owns it is us. That's true. Umm, even if we put a great weighting on the umm, the schools and their evaluations, the mentor teachers, it is us, it's part of our formal qualification;</p> <p><b>P2.Q5.S2</b> Who can say who does it serve? I think undoubtedly, it, the simplest answer would be the students, but I think it serves all three people involved. It's the student, the academic side from the university and also the, the ahh, the mentors because <b>they</b> all get to see a little bit of each other's world, so I think it actually serves all of these <b>stakeholders</b>.</p>	<p>Accreditation (forms part of accountability agenda and ITE reform)</p> <p>Practicum: key ingredient (forms part of practicum importance and partnership importance)</p> <p>Increased control (forms part of accountability and ongoing review)</p>

## Appendix D: Development of further coding categories

Table 4: In-depth interview – Participant 3

In-depth Interview: Participant 3 (CDA)		
What text links to the research questions, eventually leading to key themes (CDA)?		
Words	Sentences	Key themes
<p>Words from the interview, relevant to the research, across the quotations:</p> <p>Scrutiny</p> <p>Critical</p> <p>Examination</p> <p>Practicum</p> <p>Government</p> <p>Governments</p> <p>Standard</p> <p>Standards</p> <p>Consistency</p> <p>Accreditation</p> <p>State</p> <p>Significant</p> <p>Increased</p> <p>Assessment</p> <p>Responsibility</p> <p>Recommendations</p> <p>Process</p> <p>Regulatory</p> <p>Capacity</p> <p>They</p>	<p><b>Participant 3. Question 1.0: How have the various interest groups you are linked to responded to the Commonwealth's assumption of increased control over initial teacher education?</b></p> <p><b>P3.Q1.S1</b> I think for some members of ATRA, ATRA's quite a broad church and umm, the differences between some of the members are quite <b>significant</b> in terms of their engagement with <b>government</b> and their decision making roles within their jurisdictions;</p> <p><b>P3.Q1.S2</b> So the best example of that is New South Wales. The BOSTES entity where, umm, engagement and influence over a range of matters around teacher training and teacher <b>accreditation</b>, not registration, but teacher <b>accreditation</b> are well established and quite <b>significant</b>;</p> <p><b>P3.Q1.S3</b> At the other end of the influence scale and size scale you've got Tasmania. Which is the smallest of the <b>regulatory</b> authorities and has, umm, very little engagement with <b>government</b> and it doesn't have a role in, in <b>influencing</b> teacher training in the way that BOSTES does so quite polar opposites really in terms of their roles;</p> <p><b>P3.Q1.S4</b> So,... for those more influential or larger jurisdictions where there's already a history of engagement in teacher training and agreement with <b>government</b> about that, there's a lot of affirmation in the TEMAG <b>recommendations</b> and the <b>governments</b> adoption of that and there's <b>capacity</b> to engage with that as a, well, this either fits with what we already do or this almost fits but we don't like this bit so we'll fit it this way;</p> <p><b>P3.Q1.S5</b> So there's <b>capacity</b> to adapt or to shape. I wouldn't, by saying that though I don't mean that, that in, in our <b>regulatory</b> situation we have no <b>capacity</b> to do that. We have an equal voice at the ATRA table;</p> <p><b>P3.Q1.S6</b> The fundamental roles that those entities have created by their legislation places them at an entirely different point when <b>they</b> confront this kind of Federal <b>Government</b> and <b>State</b> minister agreement;</p> <p><b>P3.Q1.S7</b> It has provided us with an, an additional workload, umm, because from my point of view, there's just me, that I am the team, so getting my head around those changes and what, how <b>they</b> play out has been <b>significant</b>;</p> <p><b>P3.Q1.S8</b> It has been very confronting for UTAS to come to grips with that <b>process</b> because it's the first point of which there's been that level of formality and forensic <b>examination</b> against a <b>standard</b>;</p> <p><b>P3.Q1.S9</b> So then we step that up to this new <b>process</b>, the revised <b>standards</b> and the influence of TEMAG <b>recommendations</b> and ah, that's notched it up again so it's a really big body of work for us and its, it is almost all the work that I do and there's, you know, a little bit of time left;</p> <p><b>P3.Q1.S10</b> Relationship between the schools and the university, in terms of <b>scrutiny</b> of this was a minimum. Absolute minimum and now it's been asked to be much more than that. Very, very deliberate;</p> <p><b>P3.Q1.S11</b> I see the <b>Standards</b> as a really useful document for a teacher to umm, reflect on their practice.</p> <p><b>P3.Q1.S12</b> We have been working really hard to try and engage with UTAS and, and I think we have a quite a valued relationship with UTAS...but in saying that, it's been a very hard <b>process</b> to get the programmes that have come through from 2014 in the previous situation of formal <b>accreditation</b> and now it's been a very difficult backwards and forwards, no that's not right, no that's not right, no this is what we're looking for;</p> <p><b>P3.Q1.S13</b> <b>they</b> have now to do things like place the, the umm, teacher performance <b>assessment</b> in there, to deal with a formal agreement with their school partners, umm, provide information about how they offer support and communicate with schools in very, very deliberate and rigorous way. Umm [<i>pause</i>], and that's coming over the top of arrangements interstate here where there's a long tradition of a fairly [<i>pause</i>] informal relationship because we are this island and this one university and everybody knows</p>	<p>Implementation: Theoretical vs Practical (forms part of ITE reform and partnership importance)</p> <p>Standardisation (forms part of ITE reform)</p> <p>Practicum: critical purpose (forms part of practicum importance)</p> <p>Adaptation (forms part of ongoing review)</p> <p>Increased workload (forms part of accountability agenda)</p>

everybody... it's a very well-known and well established relationship between those two entities I guess is what I would say.

**Participant 3. Question 2.0: From your observations what are the implications and outcomes of the Commonwealth assuming increased control over initial teacher education?**

**P3.Q2.S1** One of the implications and outcomes I think that that teachers will increasingly come from, ah, their graduation point with an expectation that the **standards** are part of their life, **they** arrive as graduates, graduate **standards**, and their next task over the next couple of years is to work through, umm, improving and consolidating and getting recognition for that.

**Participant 3. Question 3.0: What are your views on the changes to initial teacher education with particular reference to the practicum?**

**P3.Q3.S1** I'm supportive of the changes to the **practicum**. I, the changes that I would identify are: **increased** rigour in the sense of teachers understanding how to make judgements about **practicum** work;

**P3.Q3.S2** I think that we have an opportunity in Australia at the moment to move towards much more common understanding of what's good practice in our pre-service teacher, what we're looking at, what, what good practice looks like, umm, what's the **standard** of the **standard** and I think that's a good thing;

**P3.Q3.S3** In a context where you've got multiple providers, and multiple schools all doing their own thing with their pre-service teachers, this is one way of driving some **consistency** and having a moderation;

**P3.Q3.S4** I think that the teacher performance **assessment** is a great thing;

**P3.Q3.S5** I think that the **increased** availability and slight! pressure on teachers who will be supervising teachers to undertaking professional learning targeted at that activity is a good thing.

**Participant 3. Question 4.0: How do you see the importance of the practicum in relation to initial teacher education programs as a whole?**

**P3.Q4.S1** But where you're doing an initial placement and you're not, you're not doing anything more than observing and orienting yourself, I think that **they** serve a **critical** purpose that phase of, umm, helping people understand whether **they** made the right choice. So that's important;

**P3.Q4.S2** I think that the progressive load that umm, **practicum** students carry is **significant**, **significant** and important that that increases. I think that it's really important to have very deliberate and explicit links between what's happening in [pause] the **practicum**, in the classroom and the units that might provide **assessment**.

**Participant 3. Question 5.0: Whom does the practicum serve and who owns it?**

**P3.Q5.S1** The **practicum** serves multiple parties... it serves schools, it serves universities who have the, the requirement to produce quality teachers. It serves schools to provide them with another generation of teachers and... employers to have, you know, staff or workforce continuity;

**P3.Q5.S2** Nobody owns it though. Everybody shares it. I don't think anyone owns it. Student doesn't own it. Universities don't own it;

**P3.Q5.S3** From a **responsibility** perspective and that's, that's probably what drives me to say that no one owns it, a number of entities have **responsibility** for this and collectively it's, it's owned by a community;

**P3.Q5.S4** If we say the university owns it for example, then that would imply to me that the university can run it how it likes... and doesn't have any obligation to say to anybody that **they** can influence it;

**P3.Q5.S5** If we say the **regulatory** authorities, through ATRA... own it then we say well, you'll, you'll comply with our **regulatory** requirements that we've developed over here, in this patch... we want you to do it this way.

## Appendix D: Development of further coding categories

Table 5: In-depth interview – Participant 4

In-depth interview: Participant 4 (CDA)		
What text links to the research questions, eventually leading to key themes (CDA)?		
Words	Sentences	Key themes
<p>Words from the interview, relevant to the research, across the quotations:</p> <p>Critically</p> <p>Government</p> <p>Collegiality</p> <p>Team</p> <p>Collaboration</p> <p>Consortium</p> <p>State</p> <p>States</p> <p>Intervention</p> <p>Profession</p> <p>Professional</p> <p>Requirement</p> <p>Requirements</p> <p>Universities</p> <p>Bureaucratic</p> <p>Bureaucratise</p> <p>Bureaucrats</p> <p>Policy</p> <p>They</p>	<p><b>Participant 4. Question 1.0: Interview D Q1.0: How have the various interest groups you are linked to responded to the Commonwealth's assumption of increased control over initial teacher education?</b></p> <p><b>P4.Q1.S1</b> Rate of change is just so intense that the interest groups that one might belong to are <b>critical</b> in understanding the nuances of that change;</p> <p><b>P4.Q1.S2</b> But, what I think has helped me do as somebody that is responsible for teacher ed in my own institution is to be aware of the written and the unwritten intent behind <b>policy</b> documents and the reason I say that is because when you get a set of guidelines or <b>policy</b> statement from say (<i>pause</i>) AITSL or one of the <b>state</b> umm, agencies you read it in a particular way and its normally written in a definitive sense so there are clear dates, timelines, expectations and responsibilities. But when you go to a meeting and you unpack that with people, colleagues but also umm, representatives say from AITSL ... you find out that in reality, <b>they</b> are unable to implement the <b>policy</b> and guidelines in the way <b>they</b> want and in the timeframe <b>they</b> want;</p> <p><b>P4.Q1.S3</b> I think that the National agenda hasn't progressed, umm, as quickly as perhaps the <b>State</b> level and I think we go along to these meetings and we're sort of rehashing the same things that were discussed a year or two previously, so the progress has been slower then you get at the <b>State</b> level;</p> <p><b>P4.Q1.S4</b> with the AITSL requirements and the move to selection procedures and, for prospective students and then measuring impact down the track, we have set up a <b>consortium</b> of regional <b>universities</b> that are based in regional, obviously in rural ahh centres. So that, that stems from La Trobe through to Federation University, ahh CSU, University of umm ahh Southern Cross, University of Southern Queensland, and James Cook University. So, the whole [<i>pause</i>] you know geographic space between Cairns and Melbourne is covered through this <b>consortium</b> and we're all taking the lead on different aspects of the AITSL guidelines and <b>requirements</b> and the intent is to come up with ahh, research that will inform our decision making basically;</p> <p><b>P4.Q1.S5</b> So it's really applied research and so for example one <b>team</b> is looking at impact, another <b>team</b> is looking at selection procedures and the non-academic <b>requirements</b> and how best to do that umm, you know with some integrity;</p> <p><b>P4.Q1.S6</b> We're very much in a competitive space but I think one of the good things which has come out of all this <b>Government intervention</b>, which is your later question, is that there's a high degree of <b>collaboration</b>, high degree of <b>collegiality</b>, and mutual support, and understanding of each other's positions;</p> <p><b>P4.Q1.S7</b> BOSTES, through the <b>government</b> actually had to create more testing opportunities so that students weren't being disadvantaged as <b>they</b> went through their approved programmes;</p> <p><b>P4.Q1.S8</b> One of the criticisms that has come through from AITSL has been some <b>universities</b> around the country haven't kept students informed about these new <b>requirements</b>. Now, our institution, as I said, took that on proactively and responded to that in a timely way. We set up, ahh, one source of information going out to all students and that included placements, umm, the tests themselves, so we had one line of communication so that you weren't getting errors in the messaging umm, and we were very proactive I mean that stuff went out regularly. We had a whole staff member devoted to answering student enquiries about the tests and their [<i>pause</i>]... and it wasn't straight forward!</p> <p><b>P4.Q1.S9</b> I think some <b>universities</b> adopted the view that this was an imposed <b>requirement</b> and <b>they</b> weren't going to play ball, <b>they</b> weren't going to support, umm [<i>pause</i>] <b>they</b> weren't going to support this new direction and it would be up to the students to work their way through it. So, we, we didn't take that approach;</p> <p><b>P4.Q1. S10</b> the other value and benefit of that is just the networking that comes from that, so you know, am I able to give an example to quote [<i>pause</i>] what Australian Catholic University is doing, I know what different universities are doing, so if ever you need a reference point you can ring a colleague and say "this is what our dilemma is, we're thinking of doing this. What do you think?" Or you find out what they're doing and you say "are you sure you really want</p>	<p>Rate of change (forms part of ITE reform and ongoing review)</p> <p>Implementation: Theoretical vs Practical (forms part of ITE reform and partnership importance)</p> <p>Business model (forms part of ITE reform)</p> <p>Practicum: critically important (forms part of practicum importance)</p> <p>State vs Federal (ITE reform)</p> <p>Organised team-work (forms part of accountability agenda)</p>

	<p>to do that because it's not the best idea and I think it will actually disadvantage you" so there's a real <b>collegiality</b> even though we're in a competitive environment;</p> <p><b>P4.Q1.S11</b> Now I wouldn't say that's across the whole country umm, and so one of the reasons that we've come up with this <b>consortium</b> is to give a non-metropolitan voice to some of the issues around teacher education in umm, regional and rural centres umm, and I can be specific and say that we don't have much in common say with University of Melbourne and nor do we aspire to, so umm, this is a way of coming up with the different needs that suit our university rather than sort of spending to someone else's agenda;</p> <p><b>P4.Q1.S12</b> This was just draconian in the extreme because you had students already in a approved programme being required to sit for an additional assessment requirement being imposed by the Commonwealth <b>Government</b> and the way that they did that, in my view, was less than satisfactory. Communication was poor, there was little understanding of the universities context and situations and I would say, from the email communications I've seen with students, very little appreciation of the students' needs, umm, and respect for the students. Umm, it was simply a political exercise that was imposed, and I think it had, umm, umm, you know, created a whole lot of anxiety, ahh, both for staff in the university, but more importantly for students;</p> <p><b>P4.Q1.S13</b> I think it has also enhanced the <b>collegiality</b> and goodwill that exists between universities and also between the universities and umm, the statutory authorities so in New South Wales it would be BOSTES.</p> <p><b>Participant 4. Question 2.0: From your observations what are the implications and outcomes of the Commonwealth assuming increased control over initial teacher education?</b></p> <p><b>P4.Q2.S1</b> So, it's still something of a problem that our programmes are being accredited at the <b>state</b> level because it means that individual <b>states</b> can add their own <b>requirements</b> to the benchmark <b>requirements</b> that are held nationally;</p> <p><b>P4.Q2.S2</b> The other thing I would say is that one of the implications is that we now have, or the <b>profession</b> is being governed by young <b>bureaucrats</b> who work for AITSL and some of these people are, are, don't want to be unkind here, but don't have a tradition or a <b>professional</b> background in teaching nor do <b>they</b> have a <b>professional</b> background in teacher education;</p> <p><b>P4.Q2.S3</b> You know, sort of business model where, umm, things are being implied from one <b>profession</b> to the other and, and simply to satisfy some <b>government</b>, you know, <b>intervention</b>;</p> <p><b>P4.Q2.S4</b> So there's been a whole lot of conversations around how to improve the quality of what it is we do. It's just unfortunate that it's occurring within a <b>bureaucratic</b> sort of frame;</p> <p><b>P4.Q2.S5</b> But I think it has also enhanced the <b>collegiality</b> and goodwill that exists between <b>universities</b> and also between the <b>universities</b> and umm, the statutory authorities so in New South Wales it would be BOSTES.</p> <p><b>Participant 4. Question 3.0: What are your views on the changes to initial teacher education with particular reference to the practicum?</b></p> <p><b>P4.Q3.S1</b> So it has very much influenced the course design around when students get exposed to real students, real schools, real situations and I think that's probably something that the <b>universities</b>, umm, generally aren't in favour of.</p> <p><b>Participant 4. Question 4.0: How do you see the importance of the practicum in relation to initial teacher education programs as a whole?</b></p> <p><b>P4.Q4.S1</b> Well, its <b>critically</b> important.</p> <p><b>Participant 4. Question 5.0: Whom does the practicum serve and who owns it?</b></p> <p><b>P4.Q5.S1</b> I really don't know, I mean it's a shared ownership isn't it. I think <b>universities</b> would like to think that they own it umm, but we don't because we are totally dependent and reliant on the goodwill of schools;</p> <p><b>P4.Q5.S2</b> Who else owns it? I mean schools own it because in some schools they approach it very enthusiastically and they try to source the best teachers and provide a good PD for ah students that are there.</p> <p><b>P4.Q5.S3</b> I know that teachers from next year need to, umm, have done the AITSL modules or the equivalent of those in order to supervise a student, but in, once again this is a <b>bureaucratic, bureaucratic</b> response to a problem that, umm, really is about relationships and so there will be some teachers that will not do supervision because they haven't done the, the modules and they'll see that as an out rather than as an enabler.</p> <p><b>P4.Q5.S4</b> The attempt at the national level to <b>bureaucratise</b>, ... to rego, regulate what people do and can't do in particular contexts I think is always going to be under challenge.</p>	
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## Appendix D: Development of further coding categories

Table 6: In-depth interview – Participant 5

In-depth interview: Participant 5 (CDA)		
What text links to the research questions, eventually leading to key themes (CDA)?		
Words	Sentences	Key themes
<p>Words from the interview, relevant to the research, across the quotations:</p> <p>Practicum Commonwealth Government Governments Standard Standards State Control Partnership Partnerships Profession Professional Professionals They Money Creativity Context Central Centrality Framework</p>	<p><b>Participant 5. Question 1.0: How have the various interest groups you are linked to responded to the Commonwealth's assumption of increased control over initial teacher education?</b></p> <p><b>P5.Q1.S1</b> So if you look to see what it is that <b>they</b> try and do, it is either attached to the threat of giving <b>money</b> to you or the threat of taking <b>money</b> away [<i>pause</i>] and why is it a threat if <b>they</b> give you <b>money</b>? Because <b>they</b> put it within a regulatory <b>framework</b> that you are then required to spend on that purpose only;</p> <p><b>P5.Q1.S2</b> So, if you ask, ah, how the various interest groups have ah responded to this, er, for some, if you look at the conservative media, then <b>they</b> would argue it's about time - that teacher education is, ah, in a hopeless state and that, ah, the <b>Commonwealth</b> needs to exercise the jurisdiction <b>control</b> that ah <b>state</b> and territory <b>governments</b> haven't;</p> <p><b>P5.Q1.S3</b> On the other hand, you talk to the <b>professionals</b> and we would say that depending upon how you look at initial teacher education - are you talking about either a sector level? Are you looking at a particular ah specific ah, ah, ah cause or are you looking at outcomes in terms of impact as TEMAG is at the moment? Then we would say that overall we are doing a very good job for teacher ed;</p> <p><b>P5.Q1.S4</b> The <b>Commonwealth</b>, as you know, is ah, ah increasing the ah, ah efficiency dividends that it wants universities to constantly be making and so the amount of <b>money</b> that we have to do those things, that we want, is ah, limited;</p> <p><b>P5.Q1.S5</b> Many of the teachers that ah we work with, cooperating teachers in the schools, <b>they</b> would say that giving the <b>control</b> to an external body is, at the distance like the <b>Commonwealth</b>, is inappropriate because it is de-professionalising what it is that is happening in that <b>partnership</b> in the school between the initial teacher ed student and that school and that person;</p> <p><b>P5.Q1.S6</b> The challenge though is to write, ah, <b>partnership</b> arrangement in such a way that it doesn't frighten people off... I am talking formalised agreements. So, the moment you try and write those by definition you are leaving out things.</p> <p><b>Participant 5. Question 2.0: From your observations what are the implications and outcomes of the Commonwealth assuming increased control over initial teacher education?</b></p> <p><b>P5.Q2.S1</b> Once you put down a <b>framework</b> that is tied to, ah, <b>money</b> you get a <b>normalising</b>;</p> <p><b>P5.Q2.S2</b> TEMAG report or other reports, what <b>they</b>, what <b>they</b> want and in a sense that's good because it assures a minimum <b>standard</b> across many areas in a teacher ed course;</p> <p><b>P5.Q2.S3</b> On the other hand, what you lose is that kind of individual <b>creativity</b> for <b>context</b> and if you try and think about running the same kind of structure and <b>framework</b> in Tasmania, as you might in CBD schools in Melbourne or Adelaide to schools in ah Western Sydney, where Mary is, or even schools in outback WA, south, you know, the one size fits all model doesn't work;</p> <p><b>P5.Q2.S4</b> So how might we then see the implications and the increased <b>control</b>? On the one hand there are benefits because it makes sure there are minimum <b>standards</b>. On the other hand, it cuts out <b>creativity</b> and tends to move us in this normalised way having courses that are similar;</p> <p><b>P5.Q2.S5</b> What the <b>Commonwealth</b> has, as you know, is a body called AITSL, which is sitting out there [<i>participant gestures own hand away from own personal space</i>] and you know also that the <b>Commonwealth</b> is the one shareholder of AITSL, it's the <b>Commonwealth</b> Minister;</p>	<p>Funding (forms part of ITE reform)</p> <p>Practicum: central (forms part of practicum importance and partnership importance)</p> <p>Increased control (forms part of accountability agenda and ongoing review)</p> <p>State vs Federal (forms part of ITE reform)</p>

	<p><b>P5.Q2.S6</b> So while you have a regulatory <b>framework</b> from the <b>Commonwealth</b> that sets <b>Professional Standards</b> it really doesn't take account of what it is that the local jurisdictions says it is able to do;</p> <p><b>P5.Q2.S7</b> So you've got a <b>normalising</b> driving force which is moving us towards a uniformity;</p> <p><b>P5.Q2.S8</b> You've got as a consequence of that a lack of <b>creativity</b>, in terms of what it is that we're putting into the curriculum and the pedagogy. It can be argued;</p> <p><b>P5.Q2.S9</b> In using its other agency, AITSL in this case, to put up those <b>Professional Standards</b>, while we applaud that, the implications are beyond our budget and so this is the <b>Commonwealth</b> using its indirect power through AITSL to set up things that we're responsible to pay for but we don't have the resources to do so;</p> <p><b>P5.Q2.S10</b> So again depending upon the way you look at it AITSL by itself is good, TEMAG by itself is good, <b>Commonwealth</b> saying we need to have some uniformity because teachers will be moving from one place to another, <b>state to state</b> to territory; students move – good.</p> <p><b>Participant 5. Question 3.0: What are your views on the changes to initial teacher education with particular reference to the practicum?</b></p> <p><b>P5.Q3.S1</b> Ah, so changes are significant ah but again, if you think about what it is we're trying to do... and with particular reference to the <b>practicum, partnerships</b> with schools are good;</p> <p><b>P5.Q3.S2</b> I think what's happened is that the <b>government</b> in some way has looked at the medical profession teaching hospitals and presumed that this is the model that we can run in education. But it's not a good analogy. At the broadest level it's okay but at the specific level it's not okay because we don't have conjoined appointments between doctors who are in hospitals and also work in the university. You know, our people are employed by the university or they're employed by schools. Catholic system or <b>Government</b> system or Independent school system. But the moment we don't have those conjoint appointments.</p> <p><b>Participant 5. Question 4.0: How do you see the importance of the practicum in relation to initial teacher education programs as a whole?</b></p> <p><b>P5.Q4.S1</b> I think it's ah, it's <b>central</b>;</p> <p><b>P5.Q4.S2</b> What we do have though is again the <b>centrality</b> of, of the <b>practicum</b>. There are two qualifiers on that and one comes from the university side – the provider, and one comes from the school.</p> <p><b>Participant 5. Question 5.0: Interview E Q5.0: Whom does the practicum serve and who owns it?</b></p> <p><b>P5.Q5.S1</b> It's about serving our learners because it is where, what we do as the...the practitioners is where it demonstrates that integration of theory and practice in a moral <b>context</b> and we can never separate what it is we're doing from that moral <b>context</b> and so you're able to see respect. You're able to see diligence;</p> <p><b>P5.Q5.S2</b> Who does it serves? It serves the learners. It serves the <b>profession</b>.</p> <p><b>P5.Q5.S3</b> I think that all of us own a bit of the <b>practicum</b> because that is where the profession takes ultimate responsibility for those who come into the profession;</p> <p><b>P5.Q5.S4</b> Ah, well you could, you could say it is, it is the ah teachers themselves, it's the people in teacher education, initial teacher ed in the universities, it is the community more generally;</p> <p><b>P5.Q5.S5</b> Who owns it? We all own it;</p> <p><b>P5.Q5.S6</b> But we keep reinventing what it is that... we're wanting to do. TEMAG is the most recent and there has been a coalescence of agreement around TEMAG. So, let's work with that but let's use it as a <b>framework</b> rather than as a strait jacket. I mean let's not presume that <b>normalising</b> and having everybody come together to do the same thing through AITSL's standards and the, ah, Registration Boards moving it. Let's not have that. Let's use this as a way to create difference. That rewards and excites learners and provides opportunities for people other than funding a singular, single direction.</p>	
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## Appendix D: Development of further coding categories

Table 7: Academics' published views

Academics' published views (CDA)		
What text links to the research questions, eventually leading to key themes (CDA)?		
Words	Sentences	Key themes
<p><b>Words from the academics' published views, relevant to the research, across the quotations:</b></p> <p>Quality Education Preservice Professional Partnership Partnerships Relationships National Issues Accountability Political Scrutiny Practicum Government Governments Standard Standards Standardisation Standardised Accreditation Increased Practice Practices Process Processes Capacity Patterns Change Frameworks Collaborative</p>	<p><b>Q1.0 Are the changes to initial teacher education, with particular reference to the practicum, substantive real change or just policy change?</b></p> <p><b>Q1.1</b> As Foucault (1972) has taught us, however, the discursive <b>patterns</b> that constitute our thinking and action are reinvented at different points in history in accordance with the social and <b>political</b> atmosphere of the times (Reid, 2011b, p. 295);</p> <p><b>Q1.2</b> Such <b>patterns</b> are not a 'grand narrative' of progress that brings us always ever closer to an ideal form of initial teacher <b>education</b>. Indeed, they never will (Reid, 2011b, p. 295);</p> <p><b>Q1.3</b> Instead of a rational <b>process</b> of progress in our field, discursive truths about teaching and teachers, and the ways to prepare or produce good teachers, are always traced in discontinuous formations, officially disappearing from time to time, but often coexisting with or overlapping others, variously constrained and enacted in the bodily <b>practices</b> and predispositions of those who play their parts in them (Reid, 2011b, p. 295);</p> <p><b>Q1.4</b> Nikolas Rose provides a useful explanation of why... figures worked as a form of argument to drive policy <b>change</b>, where expert testimony from authoritative teacher <b>education</b> experts did not. He writes that where there is 'mistrust of authorities... where experts are the target of suspicion and their claims are greeted with skepticism by politicians and distrusted by public opinion', numbers are 'resorted to in order to settle or diminish conflicts in a contested space of weak authority' (Rose 2003, p. 208) (Reid, 2011, p. 386);</p> <p><b>Q1.5</b> <b>accountability</b> discourses dominate the field of <b>education</b>, and decisions on teacher preparation are often politically motivated rather than based on research generated dialogue (Southgate, Reynolds, &amp; Howley, 2013, p. 21);</p> <p><b>Q1.6</b> The challenges inherent in teacher <b>education</b> courses to ensure preparedness may have been reframed with the introduction of <b>professional standards</b>, but are far from new (Swabey, Castleton, &amp; Penney, 2010, p. 31);</p> <p><b>Q1.7</b> <b>Professional</b> experience, which is viewed often as the most valuable aspect of preparing for the teaching profession by pre-service teachers, has witnessed a plethora of <b>change</b> over the past couple of decades and further changes are both predicted and necessary for teacher <b>education</b> and teacher educators faced by the swell of <b>education</b> reform (White, Bloomfield, &amp; Le Cornu, 2010, p. 182);</p> <p><b>Q1.8</b> Thus the idea that teacher training needs to be modernised continues to be a theme in most ITE reviews, and the multi-dimensional nature of this <b>process</b> - incorporating social, <b>professional</b> and individual elements - underscores calls for reform and innovation which seek to address multiple layers of <b>professional</b> and practical knowledge (Yeigh &amp; Lynch, 2017, p. 114);</p> <p><b>Q1.9</b> Those of us who can remember fronting up to the last major <b>national</b> inquiry into teacher education, which produced the Top of the Class report (Hartsuyker Report, 2007), will remember the terms of reference of that inquiry, and the one that was so minimally answered, in submission after submission that it became a cause for concern: What is the theoretical base for teacher education? (Reid, 2011b, p. 308).</p> <p><b>Q1.10</b> We know that real and sustained change in teacher <b>practice</b> is achieved only if teachers understand and believe in the premises that underpin the changes they are being asked to implement (Chapman, 2002) (Beswick, 2015, p. 9);</p> <p><b>Q1.11</b> These <b>Standards</b> provide broad direction for specific teacher <b>quality</b>... A problem yet exists for these <b>standards</b> however, in that they are couched in quite broad, generalised terms (Yeigh &amp; Lynch, 2017, p.117);</p> <p><b>Q1.12</b> Hattie's "main effect" approach (2009) is ... not designed to capture the broader nuances of <b>quality</b> teaching. Nor does it examine the various attributes of the different research analysed, in order to distinguish variations in the <b>quality</b> of analysed data. His use of evidence therefore appears somewhat problematic in terms of being translatable into specific ITE program elements, able to provide clear certainty concerning the cause and effect <b>relationships</b> that might exist between program elements and the AITSL <b>standards</b>. The role of <b>standards</b>-based evidence as a feedback mechanism for ITE</p>	<p>Rate of change (forms part of ongoing review)</p> <p>Accountability (forms part of standardisation)</p> <p>Practicum: highly valued (forms part of practicum importance)</p> <p>Political motivations (forms part of standardisation)</p> <p>Partnership concerns (forms part of partnership importance)</p>



	<p>remains critical however, and we suggest represents “unfinished business” in terms of ongoing ITE development (Yeigh &amp; Lynch, 2017, p.117);</p> <p><b>Q2.0 What are the implications and outcomes of the Commonwealth assuming increased control over initial teacher education?</b></p> <p><b>Q2.1</b> The Federal <b>government’s</b> move towards <b>national accreditation</b> of initial teacher <b>education</b> programs serves to reinforce a general deficiency view of teacher <b>education</b>, and is suggestive of the attempted imposition of a <b>standardised</b> teaching <b>professional</b> who fits a prescribed, colour-by-numbers template of the Graduate Teacher (Reid, 2011a, p. 383);</p> <p><b>Q2.2</b> When <b>standards</b> ‘stand in’ for knowledge about teaching, and when teacher <b>education</b> graduates are required to demonstrate a <b>capacity</b> to teach ‘in the language of the <b>standards</b>’, they are demonstrating their <b>capacity</b> to ‘join the dots’ (Reid, 2011a, p. 388);</p> <p><b>Q2.3</b> Moving across the taxonomy of <b>standard</b> sets, passing through each one and connecting them together, they will produce a conventionally recognisable representation of a teacher. Like a ‘colour by numbers’ approach to painting, this will often produce a pretty good representation of the model on which it is based, but it becomes metaphorical death for the field of teacher <b>education</b> as an intellectual endeavour (Reid, 2011a, p. 388);</p> <p><b>Q2.4</b> The theoretical, <b>political</b> and practical problems of <b>professional</b> experience need to be set against the <b>accountability</b> agenda (Southgate, Reynolds, &amp; Howley, 2013, p. 14);</p> <p><b>Q2.5</b> increasingly politicised concepts of teacher <b>quality</b> (Southgate, Reynolds, &amp; Howley, 2013, p. 14);</p> <p><b>Q2.6</b> In this age of <b>accountability</b>, the call to provide an “evidentiary warrant” for teacher <b>education</b> and its unique signature pedagogy, <b>professional</b> experience, has grown steadily louder (Southgate, Reynolds, &amp; Howley, 2013, p. 20);</p> <p><b>Q2.7</b> neoliberalism continues to be a force that is redefining roles and responsibilities within <b>education</b>, with an increasing emphasis towards the economic utility of <b>education</b> (White, Bloomfield, &amp; Le Cornu, 2010, p. 181);</p> <p><b>Q2.8</b> A distinctive outcome of neoliberal <b>standards</b> agendas has been the development and implementation of <b>frameworks</b> that describe a continuum of teacher career and developmental stages aligned to self-audit <b>processes</b> and <b>accreditation</b> across the whole teacher life cycle. <b>Professional</b> experience programs can thus be seen as just the first stage of school-based <b>professional</b> development programs that call for ongoing demonstration and documentation of teaching <b>capacity</b> (White, Bloomfield, &amp; Le Cornu, 2010, p. 187);</p> <p><b>Q2.9</b> The Australian Institute for Teaching and School Leadership (AITSL, 2011) Graduate Standards are intended to describe the knowledge, <b>practice</b>, and <b>professional</b> engagement that graduates from an accredited initial teacher education program must demonstrate (Beswick, 2015, p. 8);</p> <p><b>Q2.10</b> The Australian Professional Standards for Teachers (AITSL, 2011) were developed “to define the work of teachers and make explicit elements of high-<b>quality</b>, effective teaching in 21st century schools that will improve educational outcomes for students” (n.p.). These generic <b>professional</b> standards covered <b>Professional</b> Knowledge, <b>Professional Practice</b> and <b>Professional</b> Engagement at four career stages including graduate teacher <b>standard</b> and they currently inform teacher registration and teacher <b>quality</b> in all states and territories of Australia (Howley, Reynolds, &amp; Southgate, 2016, p. 31);</p> <p><b>Q3.0 How have the various interest groups (linked to the sources) responded to the Commonwealth’s assumption of increased control over pre-service teacher education?</b></p> <p><b>Q3.1</b> Recent <b>accreditation standards</b> that do not differentiate between discipline focused teaching run the danger of not appreciating the complexity of the teaching task from a discipline perspective (Howley, Reynolds, &amp; Southgate, 2016, p. 42);</p> <p><b>Q3.2</b> However when a key function of such generic <b>standards</b> is to compare teachers across teaching areas and assess their performance the aim is confounded when there are different expectations of different discipline areas (Howley, Reynolds, &amp; Southgate, 2016, p. 42);</p> <p><b>Q3.3</b> This also affects <b>preservice</b> teacher <b>education</b> when <b>standardisation</b> of courses and approaches in recent teacher <b>accreditation processes</b> does not take into account the differing pedagogical needs of the teaching disciplines (Howley, Reynolds, &amp; Southgate, 2016, p. 42);</p>	
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**Q3.4** Globally we seem to have followed the road of **standardisation** for **professional** experience in teacher **education**. Is there room for variation on this road? (Howley, Reynolds, & Southgate, 2016, p. 42);

**Q3.5** At the same time, however, there continues to be a multiplicity of **political**, **professional**, and economic **issues** surrounding **professional** experiences that make it an ongoing challenge with which to be involved. These include macro-level **issues** such as the “highly complex and politicised context” (Nuttal, Brennan, Zipin, Tuinamuana, & Cameron, 2013, p. 329) and the **government** press for **quality**, **accountability**, and **standards**, the “shifting, changing landscape” (Clandinin, 2009) of universities and schools, escalating expectations of teacher **education** (Loughran, 2014), the call for flexibility, diversity, and innovation (AITSL, 2011), financial constraints and university and schools’ reward structures (Le Cornu, 2016, p. 80);

**Q3.6** There is also a plethora of **issues** at the micro level, including intensification of teachers “- work, intensification of academics” work, intensification of pre-service students “lives, the changing nature of teacher educators” work, the breaking down of school–university **partnerships**, the increasing casualisation of staff, the domination of practical and pragmatic concerns for academic staff involved with **professional** experience, and the difficulty of finding **quality** placements. All of these **issues** combined bring many tensions and a level of anxiety for university-based teacher educators working in **professional** experience currently (Le Cornu, 2016, p. 81);

**Q3.7** At a time when “the demands, expectations and requirements of teacher **education** increasingly come under **scrutiny**” (Loughran, 2014, p. 271), it is encouraging to see new ways of teachers and academics working together and the possibilities for rich **professional** learning for those involved in different sites of **professional practice** (Akkerman & Bakker, 2011; Williams, 2014) (Le Cornu, 2016, p. 85);

**Q3.8** teaching is always ‘difficult knowledge’ (Britzman 1998; Labaree 1998). It cannot be rendered simple, or tabularised, as a set of paint by numbers **frameworks** for the production of teachers. This knowledge is difficult because of its inherent reference and response to the difference, diversity, instability and always-situated (embodied and emplaced) nature of the **practice** that is teaching (Reid, 2011a, p. 397-398);

**Q3.9** working with the complexity of difference in knowledges (and forms of knowledge) about teaching, may prove productive for re-thinking and re-creating forms and **practices** of teacher **education** that can challenge dominant constructs and specifications of the teacher as a universal, **standardised** social subject (Reid, 2011a, p. 398);

**Q3.10** Theoretical dialogue often intersects with **political** interest in how to best educate new teachers often as a means of solving social problems or increasing global competitiveness in **standardised** testing (Southgate, Reynolds, & Howley, 2013, p. 14);

**Q3.11** A **quality education** is more than ever linked closely with the notions of increasing **national** productivity and prosperity (White, Bloomfield, & Le Cornu, 2010, p. 182);

**Q3.12** The term ‘**partnership**’ is broadly viewed positively. It is a term that carries with it notions of collaboration and mutual benefit. It is often difficult to argue against the positives emerging from what is termed school–university **partnerships**. Nevertheless, Bloomfield (2009) warns that presenting **partnerships** un-problematically as superior forms of social organisation can serve to divert attention from the more complex and contradictory aspects of **partnerships** (White, Bloomfield, & Le Cornu, 2010, p. 183);

**Q3.13** We need to be alert to the potential limitations that exist when **collaborative relationships** are too prescriptively specified, measured and mandated (White, Bloomfield, & Le Cornu, 2010, p. 183);

**Q3.14** With the emergence of **increased** specificity and auditing of **professional** experience components in teacher **education** courses there has been an overall **increase** in prescribed school-based days for courses to achieve **accreditation**. Although this might have served to raise the profile of **professional** experience within faculties, it has also **increased** competition between institutions and thus added pressure for all in accessing sufficient numbers of ‘**quality**’ placements (White, Bloomfield, & Le Cornu, 2010, p. 185);

**Q3.15** applying further innovation to the use of the **Professional Standards** is suggested as a means for developing more precise evaluation of the relationship between teaching and learning (Yeigh & Lynch, 2017, p. 124).

**Q4.0** How is the importance of the practicum perceived, in relation to initial teacher education programs as a whole?

**Q4.1** Arguably the greatest opportunities for teachers to learn arise from their day to day work with students in their classrooms. During **practicum**, as part of initial teacher **education** and hopefully in **collaborative** school environments (Beswick, 2015, p. 8);

	<p><b>Q4.2</b> The role of field placement and experience in teacher <b>education</b> programs is always of key importance (Howley, Reynolds, &amp; Southgate, 2016, p. 30);</p> <p><b>Q4.3</b> It is seen as a crucial aspect of a successful teacher <b>education</b> program (Howley, Reynolds, &amp; Southgate, 2016, p. 32);</p> <p><b>Q4.4</b> Nevertheless teachers often claimed that they needed more <b>professional</b> experience in their teacher preparation (Howley, Reynolds, &amp; Southgate, 2016, p. 32);</p> <p><b>Q4.5</b> In Australia, its importance is evident in the recently endorsed <b>national</b> approach to the <b>accreditation</b> of initial teacher <b>education</b> programmes. Providers are required to provide comprehensive details about their <b>professional</b> experience programmes (Le Cornu, 2016, p. 80);</p> <p><b>Q4.6</b> intermittent strategic focus on <b>professional</b> experience is surprising given its status as a signature pedagogy of ITE (Southgate, Reynolds, &amp; Howley, 2013, p. 15);</p> <p><b>Q4.7</b> Teacher educators acknowledge the significant effects of <b>professional</b> experience on the learning of novice teachers (Southgate, Reynolds, &amp; Howley, 2013, p. 15);</p> <p><b>Q4.8</b> Teacher educators are not alone in valuing <b>professional</b> experience. <b>Preservice</b> and newly-graduated teachers alike consider their time spent in schools as seminal to their <b>professional</b> development (Southgate, Reynolds, &amp; Howley, 2013, p. 15);</p> <p><b>Q4.9</b> While <b>professional</b> experience is considered to be of “tremendous importance” to the preparation of <b>quality</b> teachers (Jefferson, 2009, p. 284), there is no consensus regarding its exact function and the forms it should take to achieve this purpose (Southgate, Reynolds, &amp; Howley, 2013, p. 16);</p> <p><b>Q4.10</b> <b>professional</b> placements play a crucial role in relation to the preparedness of beginning teachers for the teaching profession and the many facets of work in schools (Swabey, Castleton, &amp; Penney, 2010, p. 31);</p> <p><b>Q4.11</b> Frequently, <b>professional</b> experience—the <b>practicum</b>—is identified as a key issue in debates about the adequacy of pre-service teacher <b>education</b> courses to prepare student teachers for the profession (Swabey, Castleton, &amp; Penney, 2010, p. 32);</p>	
	<p><b>Q5.0 Whom does the practicum serve?</b></p> <p><b>Q5.1</b> I contend that a learning community model works for all of the participants involved: <b>preservice</b> teachers, academics, co-ordinators, mentor teachers, and students (Le Cornu, 2016, p. 87);</p> <p><b>Q5.2</b> The ultimate beneficiaries of a learning community model are the students: the children and young people in schools (Le Cornu, 2016, p. 88);</p>	

## Appendix E: Prevailing key issues

Chart 1: Official documents

Official documents			
Ongoing review (key issue) <i>(critical theory and interpretivism)</i>		Monitoring and policy making (key issue) <i>(critical theory and interpretivism)</i>	
<b>Q1.1</b>	The need for these policies and procedures to be regularly <b>reviewed</b> and altered to suit changing circumstances was also considered important (BOSTES, 2014b, p. 21).	<b>Q1.5</b>	This report aims to inform ongoing research and <b>policy development</b> (AITSL, 2017, p.1).
<b>Q1.1 Summary: Adapting to changing circumstances</b>		<b>Q1.5 Summary: Report aims to inform</b>	
<b>Q1.7</b>	The Organisation for Economic Co-operation and Development (OECD) sees accreditation as a way of ensuring that initial teacher education is evaluated, <b>reviewed</b> and debated on an ongoing basis (TEMAG, 2014, p. 8).	<b>Q1.6</b>	<b>Ongoing monitoring</b> and <b>examination</b> of the impact of programs on teacher capability and effectiveness is essential to continuous improvement and quality assurance (TEMAG, 2014, p. xii).
<b>Q1.7 Summary: The role of accreditation</b>		<b>Q1.6 Summary: Importance of ongoing monitoring</b>	
<b>Q1.8</b>	Within the field of initial teacher education AITSL has been tasked with the ongoing monitoring and <b>review</b> of the national approach to accreditation of initial teacher education programs (AITSL, 2017, p. citation)	<b>Q1.8</b>	Within the field of initial teacher education AITSL has been tasked with the <b>ongoing monitoring</b> and review of the national approach to accreditation of initial teacher education programs (AITSL, 2017, p. citation). (also stipulated in the Q1.8, adjacent column).
<b>Q1.8 Summary: Ongoing review by AITSL</b>		<b>Q1.8 Summary: Ongoing monitoring by AITSL</b>	
<b>Q1.9</b>	Additional themes raised by respondents several times throughout the consultation process are:... The need to build in a process for <b>reviewing/evaluating</b> the accreditation system itself (AITSL, 2010, p. 8).	<b>Q1.13</b>	Providers have processes in place for the <b>ongoing collection, analysis and evaluation of data</b> to inform program improvements and <b>periodic formal evaluation</b> of the program, including participation in national and jurisdictional <b>data collections</b> to support local and national teacher workforce supply <b>reporting</b> , program and provider benchmarking, and to build a <b>cumulative database of evidence</b> relating to the quality of teacher education in Australia (AITSL, 2015b, p. 18).
<b>Q1.9 Summary: Calls to review/evaluate AITSL</b>		<b>Q1.13 Summary: Processes in place</b>	
<b>Q1.10</b>	Initial teacher education in Australia has been the subject of a large number of <b>reviews</b> (TEMAG, 2014, p. xi).	<b>Q1.14</b>	If a program is delivered across multiple jurisdictions, then those jurisdictional Authorities can participate in the <b>ongoing monitoring</b> , moderation and reporting processes (AITSL, 2015b, p. 26).
<b>Q1.10 Summary: Many ITE reviews</b>		<b>Q1.14 Summary: Multiple jurisdiction monitoring</b>	
<b>Q1.11</b>	All courses are <b>reviewed every five years</b> in a process led by course directors... aligned to accreditation requirements (BOSTES, 2014b, p. 43).	<b>Q1.16</b>	The Authority will provide AITSL with a summary report on a program's accreditation outcome in the summary report template which will inform <b>ongoing activities</b> focussed on improving the accreditation process (AITSL, 2016a, p. 57).
<b>Q1.11 Summary: Reviews aligned to accreditation</b>		<b>Q1.16 Summary: Monitoring the monitoring of accreditation</b>	
<b>Q1.12</b>	The <b>ongoing cycle of review</b> and re-accreditation will provide assurance of graduate teacher quality and building public confidence in the profession (AITSL, 2015b, p. 3).	<b>Q1.18</b>	NESA, in conjunction with employing authorities and ITE providers, <b>will lead the identification of targeted professional development</b> that aims to improve the digital literacy skills for supervisors supporting and assessing teacher education students on professional experience placements and mentors of beginning teachers (NESA, 2017a, p. 31).
<b>Q1.12 Summary: Ongoing cycle of review/re-accreditation</b>		<b>Q1.18 Summary: Targeted professional development</b>	
<b>Q1.15</b>	<b>Review</b> of the national accreditation process... periodic <b>review</b> of the <b>Standards</b> and <b>Procedures</b> informed by international <b>evidence</b> and research (AITSL, 2015a, p. 31).	<b>Q1.19</b>	The Institute will <b>continue to monitor</b> the approach of ITE providers to these key content areas and teaching methods as an <b>ongoing requirement</b> of ITE programs in NSW (Bruniges, Lee, Alegounarias, 2013, p. 9).
<b>Q1.15 Summary: Reviews aligned to accreditation</b>		<b>Q1.19 Summary: Continuous monitoring</b>	
<b>Q1.17</b>	The NSW <b>Government</b> adopted all the recommendations of Great Teaching, Inspired Learning: A blueprint for action... The blueprint made recommendations for an annual process to <b>review</b> and <b>report</b> on different aspects of ... (ITE) programs (NESA, 2017a, p. 6).	<b>Q1.20</b>	Specialist professional experience schools will showcase high quality professional placement practice... They will be required to demonstrate whole school commitment to the collective examination of teaching practice and <b>ongoing professional learning</b> around outstanding teaching practice in association with the preparation of teachers (Bruniges, Lee, Alegounarias, 2013, p. 10).
<b>Q1.17 Summary: Annual process</b>		<b>Q1.20 Summary: Ongoing demonstrations</b>	
<b>Q2.12</b>	The Institute will implement an <b>annual process</b> to <b>examine</b> ITE programs in agreed targeted areas, producing an annual public report to the Minister (BOSTES, 2013, p. 9).	<b>Q1.21</b>	Stakeholder concerns include the limited <b>evidence</b> required to demonstrate the quality of programs and graduates, as well as the limited <b>ongoing monitoring</b> of programs (TEMAG, 2014, p. 8).
<b>Q2.12 Summary: Annual process</b>		<b>Q1.21 Summary: Evidence and ongoing monitoring concerns</b>	
<b>Q2.15</b>	Quality assurance <b>mechanisms for review</b> and continuous improvement between assessment tasks and Graduate Teacher Standards (AITSL, 2016a, p. 6).	<b>Q2.11</b>	<b>Large-scale standardised performance tasks</b> incorporated into <b>system-level assessments for monitoring &amp; providing policy maker and practitioner relevant information</b> on overall performance levels (BOSTES, 2016, p. 13).
<b>Q2.15 Summary: Mechanisms for review</b>		<b>Q2.11 Summary: Large-scale tasks for monitoring</b>	

## Appendix E: Prevailing key issues

Chart 2: In-depth interviews

In-depth interviews			
Bureaucratic approaches (key issue) (critical theory and interpretivism)		Academic collegiality in response to bureaucratic intervention (key issue) (critical theory and interpretivism)	
P1.Q3.S8	So, it's going to be <b>much more evidence based and standards based</b> ...	P3.Q1.S12	<b>We have been working</b> really hard to try and engage with UTAS and, and I think <b>we have a quite a valued relationship with UTAS</b> ...but in saying that, it's been a very hard process to get the programmes that have come through from 2014 in the previous situation of formal accreditation and now it's been a very difficult backwards and forwards, no that's not right, no that's not right, no this is what we're looking for.
<b>P1.Q3.S8 Summary: Increased evidence and standards based</b>		<b>P3.Q1.S12 Summary: Regulatory/ university relationship</b>	
P2.Q1.S2	So, it's been a very smart way in my opinion of how you wanna create change. You do it <b>through AITSL</b> [pause] and they do it through <b>accreditation</b> .	P3.Q1.S13	they have now to do things like place the, the umm, teacher performance assessment in there, to deal with a formal agreement with their school partners, umm, provide information about how they offer support and communicate with schools in very, very deliberate and rigorous way. Umm [pause], and that's coming over the top of arrangements interstate here where there's a long tradition of a fairly [pause] informal relationship because we are this island and this one university and <b>everybody knows everybody... it's a very well-known and well established relationship</b> between those two entities I guess is what I would say.
<b>P2.Q1.S2 Summary: Change through AITSL</b>		<b>P3.Q1.S13 Summary: Formal and informal relationship</b>	
P2.Q2.S1	Yeah, I mean they've got change, I mean that's the interesting thing. It has instituted change, and that's through <b>accreditation rules</b> so, umm, is it an <b>increased form of control</b> ? Yes it is. It's more <b>accountability</b> and auditing...	P4.Q1.S1	<b>Rate of change is just so intense</b> that the interest groups that one might belong to are critical in understanding the nuances of that change.
<b>P2.Q2.S1 Summary: Change through accreditation</b>		<b>P4.Q1.S1 Summary: Intense rate of change</b>	
P3.Q1.S6	The fundamental roles that those entities have created by their legislation places them at an entirely different point when they confront this kind of <b>Federal Government and State minister agreement</b> .	P4.Q1.S4	We have set up a <b>consortium</b> of regional <b>universities</b> that are based in regional, obviously in rural ahh centres, So that, that stems from La Trobe through to Federation University, ahh CSU, University of umm ahh Southern Cross, University of Southern Queensland, and James Cook University. So, the whole [pause] you know geographic space between Cairns and Melbourne is covered through this <b>consortium</b> and we're all <b>taking the lead on different aspects of the AITSL guidelines and requirements</b> and the intent is to come up with ahh, research that will inform our decision making basically.
<b>P3.Q1.S6 Summary: Strong legislative position</b>		<b>P4.Q1.S4 Summary: Consortium formation</b>	
P3.Q1.S10	Relationship between the schools and the university, in terms of <b>scrutiny</b> of this was a minimum. Absolute minimum and now it's been asked to be much more than that. Very, very deliberate;	P4.Q1.S5	So, it's really applied research and so for example one <b>team</b> is looking at impact, another <b>team</b> is looking at selection procedures and the non-academic <b>requirements</b> and how best to do that umm, you know with some integrity.
<b>P3.Q1.S10 Summary: Increased scrutiny</b>		<b>P4.Q1.S5 Summary: Applied research</b>	
P4.Q1.S12	This was just draconian in the extreme because you had students already in a approved programme being required to sit for an additional assessment requirement being <b>imposed by the Commonwealth Government</b> and the way that they did that, in my view, was less than satisfactory. Communication was poor, there was little understanding of the universities context and situations and I would say, from the email communications I've seen with students, very little appreciation of the students' needs, umm, and respect for the students. Umm, it was simply a <b>political exercise that was imposed</b> , and I think it had... created a whole lot of anxiety, ahh, both for staff in the university, but more importantly for students.	P4.Q1.S6	We're very much in a competitive space but I think one of the good things which has come out of all this <b>Government intervention</b> , which is your later question, is that there's a <b>high degree of collaboration, high degree of collegiality</b> , and mutual support, and understanding of each other's positions.
<b>P4.Q1.S12 Summary: Government imposition</b>		<b>P4.Q1.S6 Summary: Collaboration and collegiality</b>	

**Chart 2: In-depth interviews (continued)**

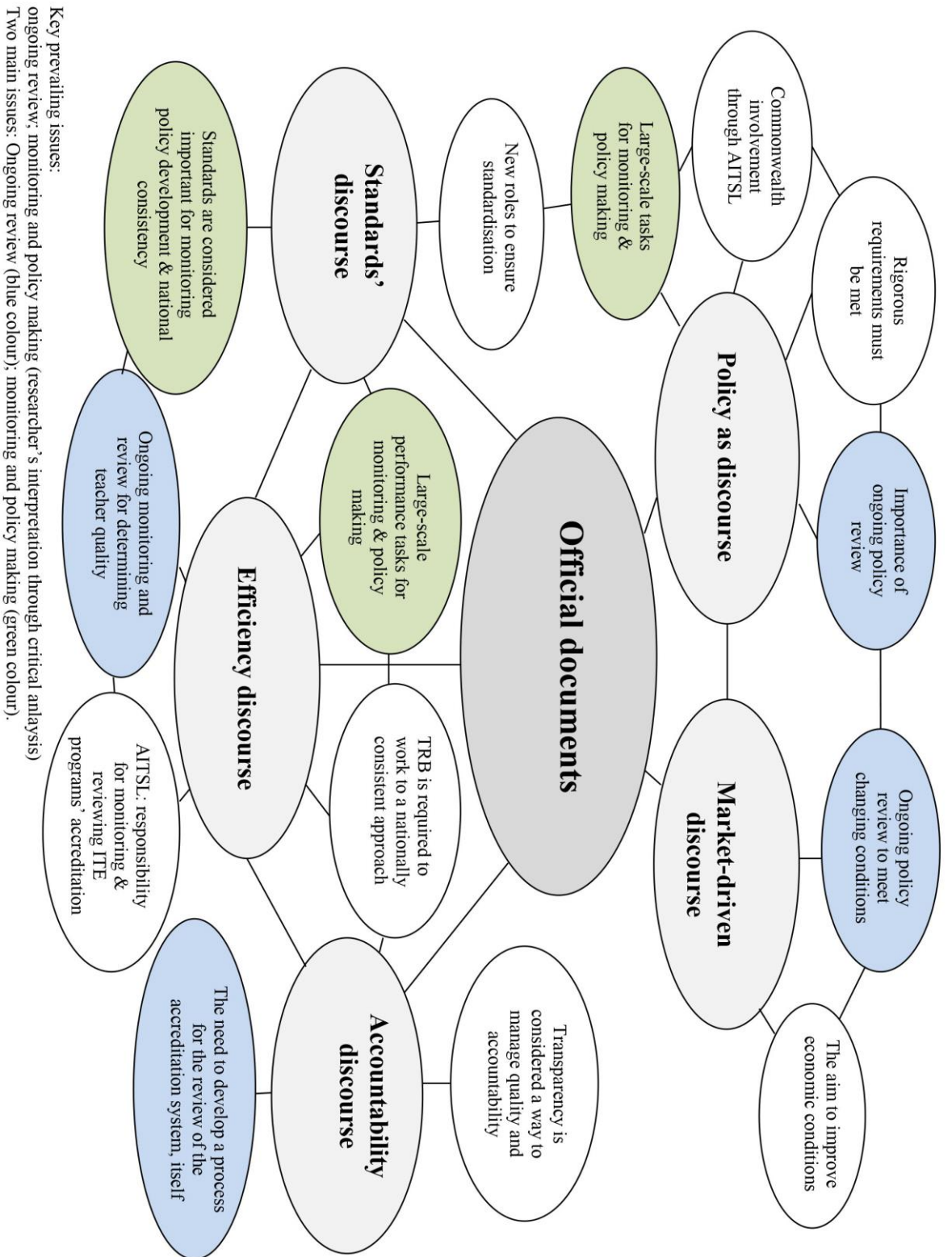
Bureaucratic approaches (key issue) <i>(critical theory and interpretivism)</i>		Academic collegiality in response to bureaucratic intervention (key issue) <i>(critical theory and interpretivism)</i>	
P4.Q2.S3	You know, sort of <b>business model</b> where, umm, things are being <b>implied from one profession to the other</b> and, and simply to satisfy some <b>government</b> , you know, <b>intervention</b> .	P4.Q1.S10	the other <b>value and benefit of that is just the networking</b> that comes from that, so you know, am I able to give an example to quote [ <i>pause</i> ] what Australian Catholic University is doing, I know what different universities are doing, so if ever you need a reference point you can ring a colleague and say “this is what our dilemma is, we’re thinking of doing this. What do you think?” Or you find out what they’re doing and you say “are you sure you really want to do that because it’s not the best idea and I think it will actually disadvantage you” so <b>there’s a real collegiality</b> even though we’re in a competitive environment.
<b>P4.Q2.S3 Summary: Business model to satisfy intervention</b>		<b>P4.Q1.S10 Summary Authentic collegiality</b>	
P4.Q2.S4	So, there’s been a whole lot of conversations around how to improve the quality of what it is we do. It’s just unfortunate that it’s occurring within a <b>bureaucratic sort of frame</b> .	P4.Q1.S11	Now I wouldn’t say that’s across the whole country umm, and so one of the reasons that we’ve come up with this <b>consortium</b> is to give a non-metropolitan voice to some of the issues around teacher education in umm, regional and rural centres umm, and I can be specific and say that we don’t have much in common say with University of Melbourne and nor do we aspire to, so umm, this is a way of coming up with the different needs that suit our university rather than sort of spending to someone else’s agenda.
<b>P4.Q2.S4 Summary: Conversations within bureaucratic frames</b>		<b>P4.Q1.S11 Summary: Addressing different needs</b>	
P4.Q5.S3	I know that teachers from next year need to, umm, have done the AITSL modules or the equivalent of those in order to supervise a student, but in, once again this is a <b>bureaucratic, bureaucratic</b> response to a problem that, umm, really is about relationships and so there will be some teachers that will not do supervision because they haven’t done the, the modules and they’ll see that as an out rather than as an enabler.	P4.Q1.S14	I think it has also <b>enhanced the collegiality</b> and goodwill that exists between universities and also between the universities and umm, the statutory authorities so in New South Wales it would be BOSTES.
<b>P4.Q5.S3 Summary: Bureaucratic response</b>		<b>P4.Q1.S14 Summary: Enhanced collegiality</b>	
P4.Q5.S4	The attempt at the national level to <b>bureaucratise</b> , ... to rego, regulate what people do and can’t do in particular contexts I think is always going to be under challenge.	P5.Q1.S6	The challenge though is to write, ah, <b>partnership</b> arrangement in such a way that it doesn’t frighten people off... I am talking <b>formalised agreements</b> . So, the moment you try and write those by definition you are leaving out things.
<b>P4.Q5.S4 Summary: Ongoing challenge to national regulation</b>		<b>P5.Q1.S6 Summary: Formalised agreement challenges</b>	
P5.Q1.S4	The <b>Commonwealth</b> , as you know, is ah, ah increasing the ah, ah efficiency dividends that it wants universities to constantly be making and so the amount of <b>money</b> that we have to do those things, that we want, is ah, limited.		
<b>P5.Q1.S4 Summary: Commonwealth funding</b>			
P5.Q3.S2	I think what’s happened is that the <b>government</b> in some way has looked at the medical profession teaching hospitals and presumed that this is the model that we can run in education. But it’s not a good analogy.		
<b>P5.Q3.S2 Summary: Cross-discipline model application</b>			

**Appendix E: Prevailing key issues**  
**Chart 3: Academics' published views**

<b>Academics' published views</b>			
<b>Commonwealth Government intervention (key issue)</b>		<b>Summary</b>	
<b>Q1.4</b>	He writes that where there is 'mistrust of authorities... where experts are the target of suspicion and their <b>claims are greeted with skepticism</b> by politicians and distrusted by public opinion', <b>numbers are 'resorted to in order to settle or diminish conflicts</b> in a contested space of weak authority' (Rose 2003, p. 208) (Reid, 2011a, p. 386).	<b>Q1.4</b>	<b>Data choices.</b>
<b>Q1.5</b>	<b>Accountability</b> discourses dominate the field of <b>education</b> , and decisions on teacher preparation are often <b>politically motivated</b> rather than based on research generated dialogue (Southgate, Reynolds, & Howley, 2013, p. 21).	<b>Q1.5</b>	<b>Politically motivated decisions.</b>
<b>Q1.7</b>	<b>Professional experience</b> , which is viewed often as the most valuable aspect of preparing for the teaching profession by pre-service teachers, has witnessed a <b>plethora of change</b> over the past couple of decades and further changes are both predicted and necessary for teacher education and teacher educators faced by the swell of education reform (White, Bloomfield, & Le Cornu, 2010, p. 182).	<b>Q1.7</b>	<b>Practicum ongoing changes.</b>
<b>Q2.1</b>	The Federal <b>government's</b> move towards <b>national accreditation</b> of initial teacher education programs <b>serves to reinforce a general deficiency view</b> of teacher education, and is suggestive of the attempted imposition of a standardised teaching professional who fits a prescribed, colour-by-numbers template of the Graduate Teacher (Reid, 2011a, p. 383).	<b>Q2.1</b>	<b>Government intervention reinforcing negative views.</b>
<b>Q2.4</b>	The theoretical, political and practical problems of <b>professional experience</b> need to be set against the <b>accountability</b> agenda (Southgate, Reynolds, & Howley, 2013, p. 14).	<b>Q2.4</b>	<b>Practicum problems against accountability.</b>
<b>Q2.5</b>	increasingly <b>politicised concepts of teacher quality</b> (Southgate, Reynolds, & Howley, 2013, p. 14).	<b>Q2.5</b>	<b>Politicised concepts of teacher quality.</b>
<b>Q2.7</b>	neoliberalism continues to be a force that is <b>redefining roles and responsibilities</b> within education, with an increasing emphasis towards the economic utility of education (White, Bloomfield, & Le Cornu, 2010, p. 181).	<b>Q2.7</b>	<b>Redefining roles and responsibilities.</b>
<b>Q2.8</b>	A distinctive outcome of neoliberal standards agendas has been the development and implementation of frameworks that describe a continuum of teacher career and developmental stages aligned to self-audit <b>processes and accreditation</b> across the whole teacher life cycle. Professional experience programs can thus be seen as just the first stage of school-based professional development programs that <b>call for ongoing demonstration and documentation</b> of teaching <b>capacity</b> (White, Bloomfield, & Le Cornu, 2010, p. 187).	<b>Q2.8</b>	<b>Ongoing demonstration and documentation.</b>
<b>Q3.5</b>	At the same time, however, there continues to be a <b>multiplicity of political, professional, and economic issues</b> surrounding <b>professional experiences</b> that make it an ongoing challenge with which to be involved. These include macro-level <b>issues</b> such as the "highly complex and politicised context" (Nuttal, Brennan, Zipin, Tuinamuana, & Cameron, 2013, p. 329) and the <b>government</b> press for quality, accountability, and standards, the "shifting, changing landscape" (Clandinin, 2009) of universities and schools, escalating expectations of teacher education (Loughran, 2014), the call for flexibility, diversity, and innovation (AITSL, 2011), financial constraints and university and schools' reward structures (Le Cornu, 2016, p. 80).	<b>Q3.5</b>	<b>Ongoing challenges surrounding the practicum.</b>
<b>Q3.10</b>	Theoretical dialogue often intersects with <b>political interest</b> in how to best educate new teachers often as a means of solving social problems or increasing global competitiveness in standardised testing (Southgate, Reynolds, & Howley, 2013, p. 14).	<b>Q3.10</b>	<b>Political interests.</b>
<b>Q3.11</b>	A <b>quality education</b> is more than ever <b>linked closely with the notions of increasing national productivity and prosperity</b> (White, Bloomfield, & Le Cornu, 2010, p. 182).	<b>Q3.11</b>	<b>Quality education links with the economy.</b>

## Appendix F: Key prevailing issues discourse concept map

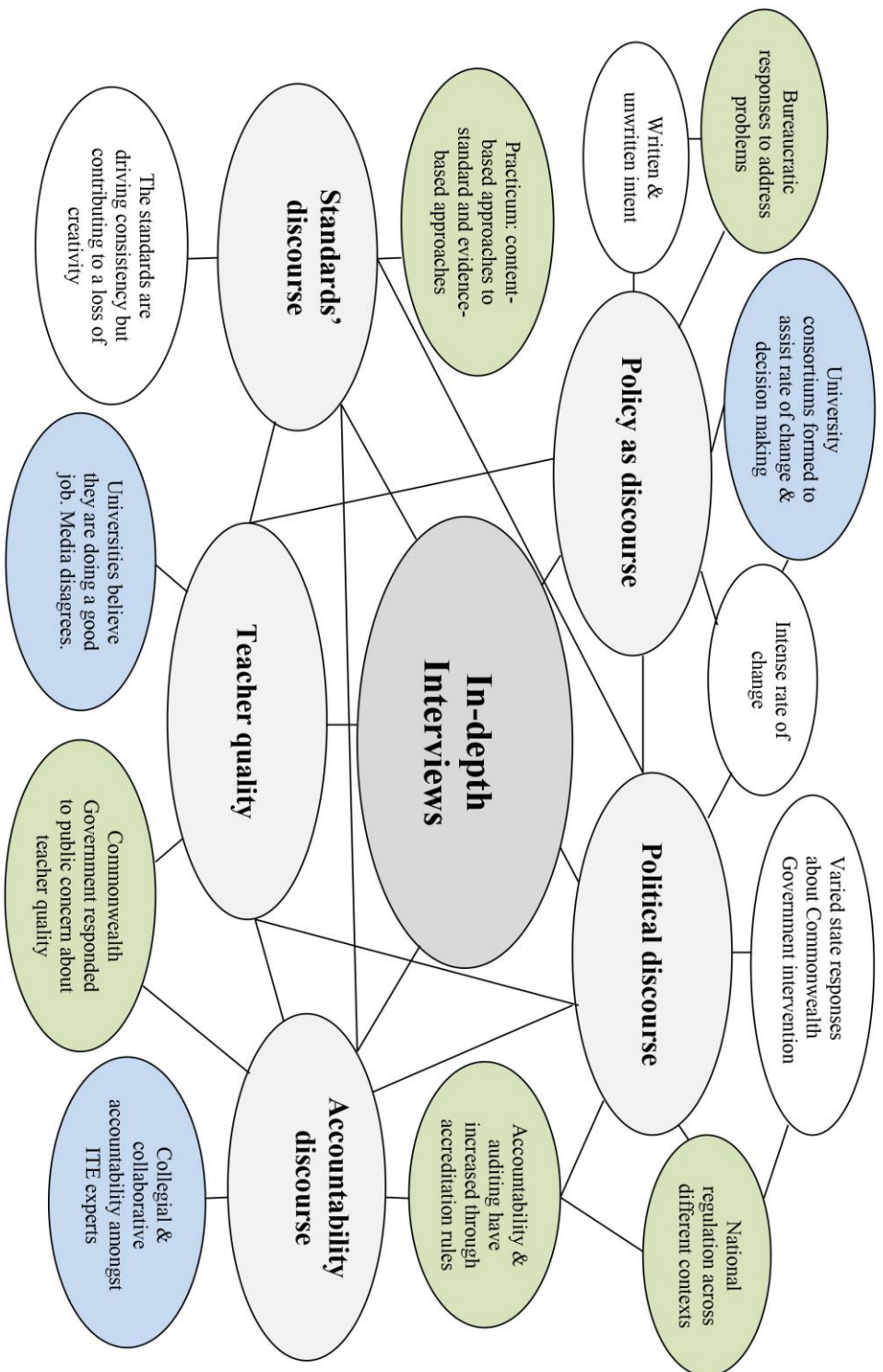
Figure 1: Official documents – key prevailing issues





## Appendix F: Key prevailing issues discourse concept map

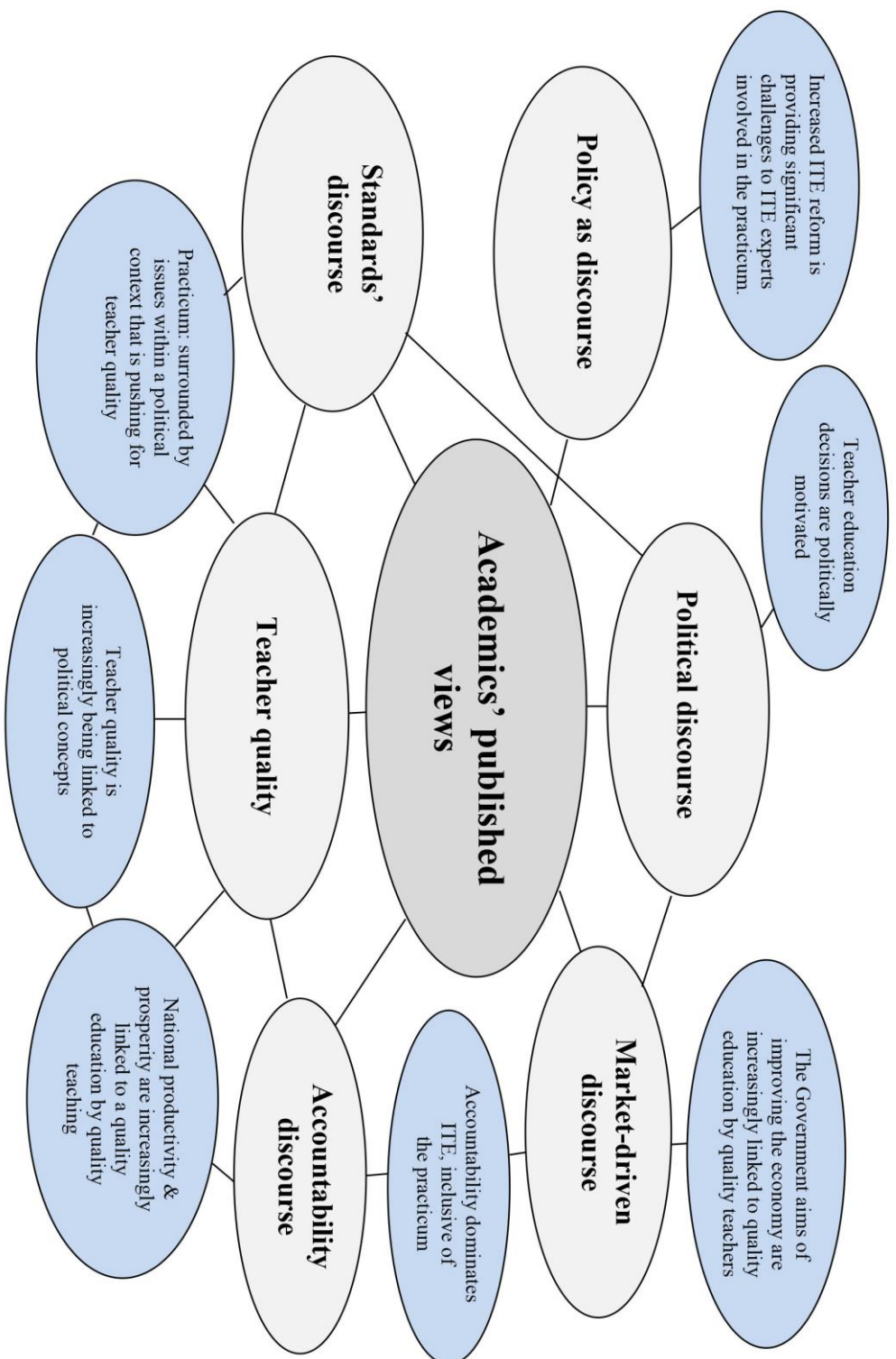
Figure 2: In-depth interviews – key prevailing issues



Key prevailing issues: Bureaucratic approaches (the researcher's interpretation through critical analysis)  
 Two main issues: Bureaucratic approaches (green colour); academic collegiality in response to bureaucratic intervention (blue colour).

**Appendix F: Key prevailing issues discourse concept map**

Figure 3: Academics' published views – key prevailing issues



Key prevailing issue: Commonwealth Government intervention (blue colour)  
 (researcher's interpretation through critical analysis)

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