

*Original Research Paper*

## **The Intricacies of Mentoring and Teaching Assessment in Field-based Early Childhood Teacher Education**

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**Key Words:** practicum, student assessment, field-based, teacher education.

### **Abstract**

*This qualitative study focused on listening to and documenting the teaching practice experiences of first year early childhood student teachers in a New Zealand field-based teacher education programme. Eleven students in two separate focus groups were interviewed from one campus. Four research questions guided the study centering on relationships, assessment, goal-setting and field-based teacher education. This article reports findings on student relationships and assessment. Key themes emerged from the students' stories such as the importance of communication with and accessibility to their mentoring teachers. Suggestions are offered for teacher education providers when developing policies and practices for supporting students and strengthening their practice. The implications drawn from the findings may be helpful as points of reflection to those who are involved in field-based teacher education.*

### **Introduction**

The literature around assessment of teaching practice often uses terminology such as: fraught with difficulties, problematic, dilemmas, tensions and challenges (Bell, 2004; Haigh & Tuck, 1999; Keesing-Styles, 2001; McDonald, 2004; Ortlipp, 2006; Perry, 2007; Turnbull, 1999; Williams, 2005). Teaching practice is an embedded component of teacher education programmes (Haigh & Tuck, 1999; Lind, 2005; Turnbull, 2005a; Walkington, 2005) and students are expected to be active agents in the profession (Turnbull, 2005a; Turnbull, 2005b).

There are two models for the delivery of early childhood teacher education in New Zealand: one is pre-service involving full time academic study in a tertiary institution and the second is field-based involving working at an early childhood centre whilst engaged in study. Students in field-based programmes can apply course learning to their teaching practice (Bell, 2004).

The present authors have an interest in the field-based delivery model and after finding that there was minimal research on this, chose to focus on the students' perspectives.

The field-based students in this study were supported with their teaching by Mentoring Teachers (MTs) (in their usual place of work whilst studying), Associate Teachers (ATs) (when they went out on various practicum experiences in other centres) and Visiting

Lecturers (VLs who assessed their teaching practice at their place of employment and their practicum centres).

The research questions underpinning the study were on the themes of relationships, assessment, goal-setting and field-based teacher education. This article reports findings on two of these themes:

1. Relationships: The effectiveness of the mentoring teachers (including ATs) in enabling the students to strengthen their teaching practice.
2. Assessment: How the teaching practice assessments conducted by the VLs contributed to students' learning and to the strengthening of their teaching practice.

### Literature Review

While there are research studies from an early childhood student or teacher education perspective (Ortlipp, 2003; Turnbull, 1999; Walkington, 2005; Walsh & Elmslie, 2005) no published research could be found at the start of the study, that documented the voices of first year early childhood students regarding teaching practice experiences, in an early childhood field-based, initial teacher education programme.

In June 2008 an inaugural ATs' Symposium was held in Auckland, New Zealand for early childhood teacher education students and lecturers (both field-based and pre-service) from seven different teacher education providers and ATs who provided mentoring of student practica (Broadley & Roberts, 2008; Perry, 2008; Stover, 2008). Teachers' Council head Peter Lind emphasised to those at the symposium the importance of authentic teaching experiences that were supported by "professional knowledge through reflective practice" (cited in Stover, 2008, p. 16). He commented that "teachers who make a lasting positive impression are often those who create a real relationship with their students" (cited in Stover, 2008, p. 16). A key theme at the symposium was the need for ATs "to create authentic relationships" with students to support and extend their teaching practice learning (Broadley & Roberts, 2008, p. 18). It was noted that practica were successful when both students and ATs were seen as adult learners and when the principles of the New Zealand early childhood curriculum *Te Whāriki* (Ministry of Education, 1996) provided the framework for practice. This view reinforces the earlier work of McDonald (2005) who suggested that students participating in collaborative relationships with opportunities for joint decision making and goal setting would improve their teaching skills and provide opportunities for reflection on their learning.

Key issues documented in the literature on teaching practice are: communication; assessment; and quality of mentoring. Communication is a key factor in successful relationships between students and their ATs and VLs (McDonald, 2004, 2005; Perry, 2007, 2008; Williams, 2005). Broadley and Roberts (2008) documented different aspects of communication that need consideration for successful practica. These were good communication between the early childhood centre and the tertiary provider; the quality of the pre-practicum organisation; the interest of the AT in their mentoring role and in the student's personal journey; and the quality and number of opportunities for face-to-face contact between the AT and the student during the practicum.

Curtin (1995, cited in Turnbull, 1999, p. 27) warned about the effects of power in a supervisory relationship especially if there is an attitude of 'novice and expert'. Davitt (2006) also reported on specific challenges for ATs for example, issues of power dynamics in relation to their diverse roles of guide, mentor and assessor.

Whilst competency-based assessment is used in teacher education programmes in Australia and New Zealand (Haigh & Tuck, 1999; Keesing-Styles, 2001; Kennedy, 2001; Perry, 2008) there is criticism that this approach fails to assess the complex, deeper levels of student understanding and attitudes around pedagogy. Perry (2008) expressed concern that competency-based assessment using a teacher education provider's predetermined list, could be inadequate for acknowledging many developing skills and understandings that contribute to a student's development as a teacher.

Bell (2004) and Tarr (2006) discussed the value of learning through experience and how the skills of becoming a reflective practitioner as part of field-based teacher education is increasingly recognised as a vital contribution and benefit of field-based teacher education. These perspectives align with the views of Lind (cited in Stover, 2008, p. 16) in regards to the "integrating theory with practice approach". Darling-Hammond (2005) affirmed how many countries are focusing on improving teacher education with extended practicum integrated with course work.

For fair assessment practices to occur for students, shared understanding of the criteria or competencies must firstly be achieved amongst the VLs who will assess the students (Williams, 2005). Perry (2008) commented that the VL's knowledge of the assessment criteria and of the student was not always consistent. Assumptions can easily be made by both parties that can cause a mismatch of understandings exacerbated by issues of assessor bias (Ortlipp, 2009). Williams (2005) suggested that students in their first year are still familiarising themselves with the cultural community of the tertiary environment and it takes time for them to understand the discourse of assessment. Students can also experience stress due to expected performance levels placed on them from different quarters e.g. MTs and centres (Perry, 2008).

The concept of triadic assessment is one way of assessing teaching practice (Kane, 2005; Ortlipp, 2003; Perry, 2008; Turnbull, 1999, 2005a, 2005b). The triadic process is an approach that involves students sharing the assessment process with their VL and their AT in three way discussions. However, it can be problematic if students are not able to take an equitable role in their own assessment, especially if there is disagreement (Ortlipp, 2003). Perry (2008) warned that the AT's role can easily be marginalised in the triadic assessment process, even though they have been the person with experience and specific insight working beside the student.

McDonald (2004) reported that students feel powerless when the quality of mentoring is poor and there is a lack of feedback and guidance from ATs. On the other hand, ATs express frustration when their students do not perform to their expectations, or have inappropriate attitudes (Davitt, 2006).

Researchers (Cameron & Baker, 2004; McDonald, 2004; Perry, 2008; Turnbull, 2005a; Walkington, 2005) have recommended on-going courses or a professional pathway for ATs to develop their mentoring skills to ensure that students receive fair and equitable practicum experiences as part of their teacher education. Perry (2008) suggested that it was time for the role of the AT to be reviewed by both the teachers themselves and by the tertiary teacher education providers. It is hoped that this research study will provides insights to contribute to such a review.

## **Methodology**

In the past two decades focus group interviews have been a widely used tool in qualitative research (Basch, 1987; Stewart & Shamdasani, 1990). For this study the researchers conducted two focus group interviews in 2008 with field-based students from one campus. Six students were in one group and five students in the other. They were either in their first year of the initial teacher education programme or were entering their second year. Students were asked to participate through a letter of invitation that informed them of the research themes. Sixteen students (the total cohort at the campus) were approached; 11 chose to participate in the study which determined that two focus groups would be developed in keeping with desirable group sizes for the effectiveness of this method (Berg, 2001).

The focus groups captured the shared narratives of the students and provided opportunity to observe the interactions amongst participants during the group sessions. The interviews were held on campus as this was a familiar setting and “personal meaning is tied to context” (Maykut & Morehouse, 1994, p. 45). Context is important in order to uncover and understand the participants’ experiences and perspectives within that context and the students stated at the end of the focus groups how comfortable it was sharing stories together in a group situation, in an environment they knew well which was neutral and where food and other refreshment was provided.

The first author facilitated each interview, commencing each one by asking students an open-ended question and then letting the stories unfold with prompts and probes relating to the research themes. It was her role to establish rapport with the group and ensure that each interview began with a clear direction and an indication of the themes to be explored (Berg, 2001). The second author was the scribe, manually documenting key elements of the shared stories, in particular direct quotations and field notes about the dynamics of the group, providing back-up for transcribing. Each focus group was audiotaped and transcribed verbatim.

Both researchers individually examined transcripts from Group A and Group B. They listened to the recorded interviews to gain the essence of what was said. The researchers met to compare coding and agree on findings. Quantitative analysis was applied to common themes within the data and qualitative analysis was undertaken to identify common themes, summarise the data and identify any implications for teacher education providers (Berg, 2001).

## **Results and Discussion**

### ***Relationships***

The results reported here cover the question of how effective the mentoring of the AT and other MTs was in enabling students to strengthen their teaching practice

Seven out of the 11 participants (64%) reported having had a positive practicum experience and eight out of the 11 (72%) reported many positive aspects of their relationship with the AT. Students noted specific instances where ATs had been supportive and committed to the development of a good relationship e.g. supplying useful te reo phrases and waiata; having regular meetings and regularly following-up with questions; offering advice and information; being well informed and well prepared; being available most of the time and working ‘on the floor’ with the student.

**A2.** My AT was real helpful. She would sit down with me every day. She would come and sit with me when I was out at the desk doing some work. She went over my assignment. She would go over my observations and tell me how to improve them or whatever, to make them more personal to the child and stuff. And then she wanted copies of them to put them in their books.

**B2.** I had a blast. It was really neat to go into a new centre. It was a little intimidating the first week as you can imagine. Three weeks isn't really long enough to get done what you need to get done... It was still a great experience to see what other centres are like and how they run.

**A4.** I had a good practicum.... She introduced all the parents.... the children, to me on the first day. Got me to observe the children and then over the next few days she started getting me to do some of the duties that they did. Taking mat time. They didn't have a lot of Maori resources so she liked it that I was there to help incorporate it. So yeah really good. Meetings twice a week.

**First author:** (speaking with another student, A6) So are you saying that she was really inspirational?

**A6.** Very, very incredibly inspirational.

**First author:** Due to the quality of her own practice?

**A6.** Definitely. All the staff they just relied on her. I was telling C. You need someone with that sort of artistic flair. Somebody with a bit of inspiration to trigger the rest of the staff. She was fantastic. Absolutely fantastic. Take anything the kids were interested in and she would extend it into a huge learning experience. She was amazing. Yeah, I learnt a lot from her.

**First author:** What about communication with you right from the beginning. Did you feel your AT was well prepared for you to come?

**A6.** Very much so. Extremely professional. I wish there were more like her out there.

**First author:** For those of you who had a not so good experience with your AT – how has that affected your confidence?

**A6.** I went to the kindergarten, so I was just way out of my comfort zone cos I'm under twos and always have been. I've never actually been with the older kids. So going on practicum was really really nerve wrecking for me because I don't like four year olds and three year olds or whatever. It's easier with babies that don't talk back (lots of laughter from all). ...I felt way out of my comfort zone, but I felt by the end of it I was actually quite comfortable.

Students had clear expectations of their AT and some were disappointed when these expectations were not met. Their expectations included how the AT would fulfil their role (mentoring responsibilities) and what the relationship was going to be like (communication and availability).

Students expected the AT to be an inspirational role model; three out of the 11 students (27%) described their AT as inspirational during the interviews. Six out of the 11 students (55%) expressed some difficulties with the relationship due to such things as the AT's lack of availability (e.g. always in the office); restricted access to the AT (e.g. could only talk in the sleep room); or a perceived distance in the relationship.

The students required support through practicum, and this was especially the case for a student for whom English is a second language.

**B4.** I needed more knowledge to take back to ... [my] community. My [home centre] MT prepared me for practicum. She was a bomb. There was no AT allocated for me on practicum... she was on ACC.

**First author:** Had they not allocated you another AT?

**B4.** They kind of allocated me the supervisor...but she always take off from me. I had to go look for her....She said we will do your time tomorrow, but after a week there was nothing happening. I kept going back to my old [home] centre for information, for support. So I pretty much do everything by myself and my home centre MT. All I wanted to see especially me a non English speaker, I needed more help than the English speaking one, but I didn't get that where I went for my practicum.

Students perceived practicum as an important and challenging opportunity to trial learning in a new context and any negative practicum experiences regarding the relationship with the AT, had a profound effect on the students e.g. loss of confidence; putting them off an age group.

**A1.** It's put me off babies, because it was - She was stressed - she was ooh everything was a bother and if it wasn't done right it was no, no, no. I don't want to hear that.

At times, students called on their own strengths, particularly resiliency and initiative, to get them through a challenging practicum experience where relationship difficulties existed with the AT – for example, the aforementioned student, who sought support from her home centre MT several times when the practicum AT was not available due to sickness. In summary, students' comments showed their expectations about ATs were met to some extent, such as meeting regularly or being lovely people but for some the level of support and the relationship with them was disappointing.

**A5.** It was culturally difficult. Cos I speak te reo Māori and they didn't have any te reo Māori. She did notice that and by the end of the practicum offered me a job.

**A3.** As far as looking at a mentor over that period of time which is what I had said to her was I'm looking for. I'm coming in having only spent six months as a student and her expectations were that I would automatically slot in to their centre. I would know all the rules. I should just know it. I thought OK I'll try and get through this somehow. It wasn't positive. I had to chase my AT to try and find her. A lot of the time she seemed to disappear off the floor. If I had a specific question I would go and try to find her then ask the other staff members and I would always get the same answer. She's off on a meeting or she's off to do this.

**B2:** Um I didn't have a certainly great bonding experience with my AT but she was never on the floor

**First author:** and yet you really enjoyed your practicum didn't you?

**B2:** I loved the centre how everything was down there for the kids because we are not really an open plan centre [usual centre]. I just expected her to be on the floor more where she could actually observe me during my practice.

In particular these situations emphasise that communication between students and ATs is an important part of a successful practicum (Perry, 2007). Expectations students had of their ATs did not come to fruition for some, particularly with regard to time commitment to the students and preparation of the AT. Not all students were clear on the role of the AT even though they were offered briefing prior to practicum commencing. Some students felt let down when there was a lack of support and were not sure how to deal with this. They continued with their practicum, relying on themselves. Often other staff in the team or from the students' usual centres became their support. Possibly at times they held an unrealistic view and may also have had different perceptions of the word 'relationship'. In fairness to ATs, when students were on practicum, the centres may have been understaffed, or had staff who were sick, they may have been under pressure due to changes in leadership. These situations which can occur in every day life at centres offer challenges to teacher education providers on how to overcome such difficulties for students so as to ensure authentic and reflective partnerships with ATs are established.

The skill of building effective relationships to provide support is vital for anyone in an AT role, including those in the position of back-up AT. These findings concur with the recent literature examples of students' voices of practicum experiences and the importance of relationships (Broadley & Roberts, 2008; Stover, 2008).

In the field-based model of initial teacher education the students have an MT at their usual centre and this relationship was also explored.

**B2:** If I have any problems I go straight to her. I see her every day.

**B5:** We have a relationship that was prior to me working there.... We have a really good friendship and there is that level of confidentiality that's actually built up within the relationship as well.

**B4:** She is the world to me. She pushes me in a good way. She knows what I am capable of and she supports me to my limit. She is a good role model to me.

**A1:** She knows me and she knows my limitations, my understanding.

**A4:** I've had three different MTs because they were leaving but they have all been supportive, all good. We have weekly catch-ups and go over assignments.

The positive feedback about home centre mentoring relationships appeared to relate directly to a friendship being built and sustained through regular contact. In contrast, non affirming feedback appeared to relate directly to a perceived ambivalence in the relationship.

**A2:** My MT – you have to run like to get her attention. I have to take my book out and follow her around while we are working.

**A2:** She isn't very interested in it really. She has done her training.

**A6:** She asks if we know what we are doing and just signs my forms.

**A6:** We are in separate sections. To be honest I don't find her very useful.

The themes in common that emerged out of the focus groups were the expectations students had of their home centre MTs, such as knowledge of and familiarity with the student's teacher education programme, being a positive role model and being available to help with course work. Wide variations of support and time allocation provided by MTs were reported. Five out of 11 students (46%) expressed positive experiences whilst 37% were non-affirming for reasons such as lack of access, unavailability, confusion over assessments, lack of currency of knowledge regarding changes in early childhood education, and/or negative views of the students' teacher education programme. A common thread from one of the focus groups was that MTs were not perceived as contributing to students' learning; that they merely sign off documentation rather than engaging in mentoring.

### ***Assessment***

This section looks at how VL teaching practice assessments contributed to student learning and teaching practice.

At the time of the interviews, students had experienced at least four teaching practice assessments, either in their usual centre or their practicum centre. Five out of 11 (46%) students voiced positive experiences with their VL during assessment. Twenty eight per cent of the responses were neutral in regards to assessment related prompts and probes. Students relayed clear expectations of the VL during the assessments of their teaching practice that included such things as being supportive, able to offer competent direction and extension and matching expectations during the summative process that reflected the level of their academic study. Nerve wrecking experiences were storied within the focus groups, even with a well established relationship with the VL.

**A2:** I feel really nervous when I know she is due to come. I don't know why. As soon as they walk in you are fine. You are just nervous until they come in. I find I act differently when the tutor comes than like I normally do.

**A6:** I hate it. I can't stand it. I'm an absolute wreck. My hands sweat, my knees shake. I can't abide people watching me. My face goes bright red. I am not aware of what I'm doing half the time. I relax when I see the car go out the drive. I'm sorry, but that's how it is.

**A3:** I found them very good. I was able to have a different perspective of where they saw I was at. Perhaps things they picked up on that I hadn't picked up on that I could work on or where they thought I did really well. It was nice to have that feedback.

Several students in each focus group were disappointed when their expectations of the assessment outcomes were not met. At times, students viewed the VLs interpretations of assessment criteria as too rigid; particularly the expectations of speaking te reo Māori when context did not support meaningful language application and that often the expectations amongst the VLs across the programme differed greatly.

**B1:** The thing is sometimes it depends who it is. You set down your goals and then some lecturers are fine, they just tick things off when they see it and others go 'I can see you are still working on this. I can see you are doing it but I'm not going to mark it off.' I did it, but you are still working



on it because it is your goal. She says 'I can hear you using it and I see it was one of your goals but you can improve on that.' There is always going to be something to improve on. I tried so hard to improve, but I didn't get marked off. It makes you feel a little bit sucky.

**B2:** The Māori. Unfortunately I was not marked off for that. I'm the only Māori in my room and the only one that speaks the most Māori in that room...I spoke te reo during my visit and I had a song chart that I had made from my noho marae for the children. But I still didn't get marked off. I was very disappointed. My MT spoke very highly of me bringing in te reo and helping other teachers and I still wasn't marked off. I was very disappointed, I wanted to cry. I felt like I couldn't say anything to the VL... It made me feel very angry. In the case of my last visit because one of them (goals) was my te reo Māori because I can speak quite a bit of it... and I can use it, I was expected to be able to produce more!

**B1.** You breathe a sigh of relief when it's over (the visit) and they are gone. Oh yeah passed it. I think we all know ourselves that we are good teachers and we do everything that is needed or required plus some. The thing is sometimes it depends who it is (VL)...you set down your goals, and then some lecturers are fine they just tick things off when they see it and others go I see you are still working on this.

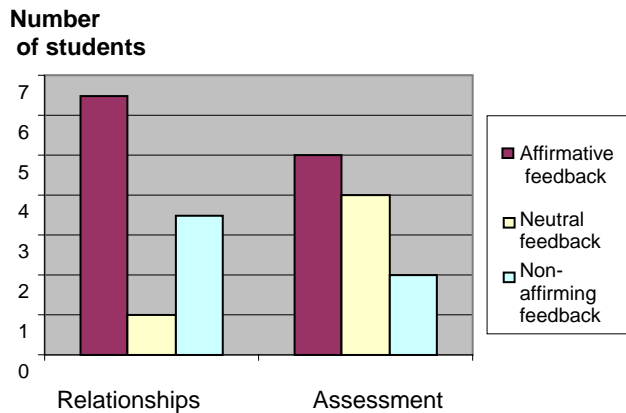
These comments illuminate tensions that can arise for students concerning assessment. VLs might benefit from peer support and critique whilst assessing teaching to ensure a consistent approach in light of possible subjective interpretations (Ortlipp, 2009). It is important for VLs to be culturally responsive to ensure their notions of what makes good practice are not influenced by only their own cultural values and beliefs (Ortlipp, 2006).

### Summary and Recommendations

Graph 1 below illustrates the varied responses received to the research questions. Note that responses concerning assessment experiences gravitated to the professional role of the VL rather than ATs and other mentors.

It must be reiterated that the students had chosen the field-based model within which to complete their early childhood teacher education programme. They had expectations of how they should be supported by those assigned to them in mentoring roles. Some recognised the importance of their own contribution in developing the relationships needed for them to grow as authentic teachers. Students saw benefit in the assessment process. Some highlighted the importance of ensuring equity, open dialogue and acknowledgment of cultural differences during the assessment process. These stories (albeit a small sample) could contribute to a better understanding of how students interpret their teacher education experiences, the impact of relationships on students, and the objective/subjective paradox of their assessment (Ortlipp, 2009). The present study found that students were aware of a range of important issues. Further research is recommended into the ways in which students make sense of their teaching experiences. A main implication arising from the research is the importance of providing students with reflective strategies to understand more critically the practicum experience, as early as possible in their studies.

**Graph 1.** Responses to Research Questions



Students have expectations of what the ATs, other MTs and the VLs should be doing to support them as learners in their usual centre and during practicum experiences to develop ‘professional agency’ (Turnbull, 2005a; 2005b). The importance of relationship building is relevant to all teacher education providers regardless of the delivery model used. Consistency is a key aspect which could be discussed by providers across the country in order to address one of the tensions evident in Kane’s (2005) report which argued for more consistency but at the same time stated that each institution must maintain its special character. This would support ATs development as MTs and clarify their roles and responsibilities (Perry, 2007).

There seems to be a need for a collaborative approach by teacher education providers to offer programmes with specific content to support ATs and other MTs. Interestingly, feedback from ATs following a recent presentation of this research included the difficulties of acting as an AT for several different providers and the challenges of keeping current with each programme’s requirements. This affirmed Perry’s (2007, 2008) conclusions. Students have access to a range of MTs; the ATs when on practicum and their MT(s) at their usual centre. Students commented on the usefulness of exposure to current thinking and practices and the opportunity to integrate theory with practice (Stover, 2008).

Teaching within a centre environment for a required minimum of contact hours per week (FBM) provides opportunities for students to engage in teaching experiences in a place where they can build relationships with teachers, children and families and where they are supported by professional knowledge through reflective practice opportunities. This type of regular teaching experience has been identified as a community of practice (Howie & Hagan, 2010). Making mistakes becomes part of learning and as students are not being assessed constantly during this time, feel more able to take risks, and have opportunities to step back and reflect and evaluate their teaching practice.

### *Limitations*

The following limitations should be noted in interpreting and applying the findings of this study.

There were only 11 students, all of whom were female, on the same campus and in the same programme who chose to participate. The researchers hold a personal commitment to the field-based model in working within it and the students had already selected this over a college based programme and so bias may be evident. One group had the same lecturer for three-quarters of the year one programme

Not all students were able to stay until the end of an interview. A few had travelled more than one hour to get to the campus and had other commitments to get to after their class.

Each group had its own synergy, therefore their comments and stories were influenced by each other and by the interviewer in that particular moment in time. Had the students grouped themselves in other groupings, other findings could have emerged.

The following suggestions are made concerning mentoring relationships:

1. ATs access an annual induction programme offered by the teacher education providers that includes:
  - Roles and expectations
  - Being a mentor and a role model
  - Developing a teaching philosophy
  - Guidelines on student observation and shared reflection
  - Building collaborative and cultural relationships
  - Engaging in effective professional discussions
2. Teacher education providers consider how induction programmes for ATs are delivered and regularly evaluate attendance and interest.
3. Teacher education providers consider how verification of the time given to mentoring of students is documented, to ensure consistency and equity among students and to monitor the expected outputs of the AT.
4. Teacher education providers consider the support students require during practicum regardless of age and/or experience especially ESOL and Māori / Pasifika students and affirm any vehicles available to them to express concerns as they arise.

The following suggestions are made concerning student assessment:

1. VLS celebrate students' teaching strengths focusing on working towards meeting the Teachers Council Graduating Teacher Standards (2007) and identifying how practice can be further strengthened with particular strategies in mind.
2. Consideration is given to the students' teaching reports to ensure strengths and achievements are identified and students are involved in self-assessment during professional discussions.
3. VLS could benefit from peer review of their students' teaching assessments. This would strengthen their own ongoing professional development, particularly to

dialogue and gain shared understandings of expectations around, for instance, the use of te reo Māori in students' teaching.

This research looked at the teaching practice experience of field-based early childhood students. Further research is planned. The students have been re-interviewed at the end of their initial teacher education programme (2010) and have agreed to be approached again for further participation in 2012 as they complete their final year of Provisional Teacher Registration (2012) with the New Zealand Teachers Council. This should provide longitudinal data and show how reflective practice develops as students gain more experience. Further research could be conducted into the views and experiences of MTs and explore more the specific benefits of field-based teacher education, with the inclusion of a collaborative approach involving students and MTs together.

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