

# Appendix 1

## Interview guide for pre- and post- interviews with practitioner researchers

Pre- (initial) interview	Post- (follow-up) interview
<p><b>Professional work</b></p> <ol style="list-style-type: none"> <li>1. What is your role? What is the nature of your work?</li> <li>2. How did you come to be here (in this role)?</li> <li>3. What is/are your subject area? [check cross-overs]</li> <li>4. What is teaching and learning in this area/role about?</li> <li>5. How is this different from other (subject) areas?</li> <li>6. What have been the influences on your thinking or practices in these areas/roles?</li> </ol>	
<p><b>Curriculum</b></p> <ol style="list-style-type: none"> <li>1. What does curriculum mean for you? [understanding concept of curriculum: broader/ connection to learning or what happens at school]</li> <li>2. What do you think the new NZC is about and how is this different or not from what has come before?</li> <li>3. What are the implications for teachers, learners and communities?</li> <li>4. What has influenced your thinking about curriculum?</li> </ol>	<ol style="list-style-type: none"> <li>1. What does curriculum mean for you? [prompt re. ideas of official/formal, unofficial, de facto, hidden, intended, unintended, in-practice, classroom-based]</li> <li>2. What do you think the new NZC is about and how is this different (or not) from what has come before?</li> </ol>

### Shifts/Engagements

1. What has been your previous engagement with ideas about the knowledge society and education in the 21<sup>st</sup> century?
2. What (if anything) has changed for you as a result of that?
3. What have you been exposed to that has shifted your thinking and/or practice?

### Shifting conceptualisations of knowledge – practitioner researchers

1. At this point in your journey, what are your understandings about knowledge?
2. Have these ideas shifted in 2009? What led them to shift [prompt for concrete events e.g. incidents, discussions, meetings – as part of the project and from outside the project]
3. What are the implications of this for your understanding of the NZC?
  - In general
  - In relation to your curriculum area/field of work.
4. What does this mean for your practice in relation to the implementation of NZC? [prompt for changes in already made, and changes in practice that are intended]
5. How did this translate into your case study initiative/intervention?
6. Have any of these ideas about knowledge influenced your thinking or practice? If so, how?
7. Where do you see yourself going with this? What next for your practice?
8. How have these ideas supported what you already thought or did? How have they made you think or do things differently? [prompt for examples, incidents, instances]
9. What has it felt like to engage with these ideas/ shift your thinking? [prompt for emotional responses, shifting subjectivity, investment in roles, cost/price of shift]
10. How does all this “sit” with you in your role as a teacher educator? And in other roles you have in your professional and personal life?

### Shifts for participants

1. Did you observe any shifts in understanding in the teachers/student-teachers with whom you worked?
2. What sorts of shifts were people making?
3. What worked to produce shifts with your course participants? [prompt for general approach and specific actions]
4. How do you think participants would interpret the NZC differently after your intervention? Why? What happened to make you think this?

**TLRI**

1. What is your initial thinking about your project?  
What would you like to do and why?
2. Why did you agree to participate in this project?  
What do you want to get out of it?

**TLRI**

1. Did you get from the TLRI project what you wanted to get from it?
2. What were things in the project that a) worked well for you?, b) didn't work well for you?
3. Were there any things that either helped or constrained you in engaging with the ideas about knowledge and your case study research?  
[prompt for things that are not just "time", e.g. expectations, resistance, relationships, specific activities]

# Appendix 2

Examples of pre- and post- questionnaires completed by student teachers and teachers

## Pre- questionnaire for student teachers

Name:		Gender	
		Age	
How would you define your identity (ies)?	(e.g. ethnicity, nationality, religion, roles)		

Please complete the sentences below so that they reflect your perspective on the topics.

<b>1. Schooling is about...</b>
<b>2. Teaching is about...</b>
<b>3. Learning is about...</b>
<b>4. The 'new' New Zealand Curriculum is about...</b>
<b>5. Educational success is about...</b>

6. The role of education in society is about...
7. The role of teachers is about...
8. Education in the '21 <sup>st</sup> century' is about...
9. This course is about...
10. What I would like to get out of this course is...

Have you had any teaching experience?	YES	NO
If you answered <b>YES</b> , for how long?		
In what position or role?		
What subject, level and programme?		
Additional information about the context:		

## Post- questionnaire for student teachers

Name:		Stream	
		Research Participant	
Use this space if you would like to redefine your background			

Read your first response and complete the sentences below again if your definitions have changed at this point in time (e.g. add different aspects, change some of the words, completely re-write). If you do not have your first responses just complete the sentences.

<b>1. Schooling is about...</b>
<b>2. Teaching is about...</b>
<b>3. Learning is about...</b>
<b>4. The 'new' New Zealand Curriculum is about...</b>
<b>5. Educational success is about...</b>

**6. The role of education in society is about...**

**7. The role of teachers is about...**

**8. Education in the '21<sup>st</sup> century' is about...**

**9. Success is about...**

**10. Knowledge is...**

**11. This course is about...**

**12. What I did not expect to learn in this course was...**

Are you satisfied with your learning journey as a prospective primary teacher so far?

YES

NO

Comments