



TEACHING & LEARNING  
RESEARCH INITIATIVE  
NĀU I WHATU TE KĀKAHU, HE TĀNIKO TAKU

# An exploration of field-based early childhood teacher education in Aotearoa New Zealand - Appendices

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# Appendix 1. Triangulating data

## Triangulating data

### Data Analysis Procedure for Triangulation/Validation of Themes

July, 2010

#### MEMO NOTE TO RESEARCHERS

#### CODING

At the end of each data example is one of our initials to indicate who collected this piece of data – so all data although now ‘cut up’ can be traced back to its original source. Feel free to check it back with your own or others’ ‘whole’ transcript if you need to.

I’ve also indicated (n) of examples for each category in the table and also in the data itself by the category headings so you can quickly get an idea of significance. Remember though with qualitative research frequency is just one measure of significance. Sometimes insights arrive with just one example and a concept emerges.

#### PROCEDURE

1. Please could you read all data within each category and under each heading.
2. Note if you agree with where I have placed data within the named categories (or not).
3. We need to record percentage of inter-researcher agreement so please take notes if you agree or not with where I have placed data examples. I haven’t developed a template for this as I imagine you will find it easier just to use your own system. All I need is the numbers. If you disagree briefly note why.

#### EMERGING THEMES ACROSS ALL DATA

1. The field-based classroom and the discussions which occur therein are bedded in ‘lived experience’.
2. Teachers teach who they are and from their own experience and students engage with this when it is authentic and relevant
3. Authentic and lived experience through working in centres is a powerful catalyst for extended discussion and deep engagement with issues that utilise a broad range of perspectives and understandings. Space is provided by lecturers for deep consideration of theory and practice. Students’ contributions as teachers in their own centres are valued.
4. The field-based classroom requires students to be open-minded and to directly engage, consider and respect diversity. This happens through engaging with the broad range of philosophies and topics offered for discussion by their peers.
5. Students have agency in the learning process which is legitimised through their experience of practice in licensed early childhood settings with qualified and experienced ‘others’. They are able to draw on their own and others’ experience to inform the debates which occur as a natural and ongoing part of the teaching and learning process.
6. The thinking and transformation processes undergone by students as they engage with new ideas are clearly evident and can be acted on in a meaningful way by lecturers and other students. Students have a strong curiosity about other’ teaching experiences – they seek to learn from each other as well as their lecturer. This has the potential to make the teaching experience both more challenging and easier for lecturers. It challenges lecturers to be current and knowledgeable about diverse practice while at the same time it allows them to facilitate aspects of the teaching role themselves.
7. Lecturers are more often facilitators than transmitters of knowledge – a transmission stance is taken only when there is core knowledge essential to the lesson plan to impart.

8. Respectful and responsive relationships underpin an effective teaching and learning experience for students. Lecturers and students work in a partnership where there is shared respect for the knowledge and experience each individual brings with them. Lecturers respect the student experience and make space for this within their classes – it is an important part of the teaching and learning process.
9. Power relations appear to be absent in most cases. Lecturers and students tend to operate as 'professional equals'.
10. Humour is an integral part of the shared teaching and learning experience for lecturers and students – it appears to help cement strong respectful relationships between lecturers and students and to create a bridge for two way interactions built on mutual respect and trust. The humour arises out of shared teaching experiences and appears to create an emotional and cognitive intersubjectivity between students and lecturers.

# Appendix 2. Participant consultation feedback

## Notes from Consultation Hui with Academic Staff

21 April 2010

1pm -3pm

### Attendees

Diane Mara & Liz Everiss (Researchers), Acting Head of School, lecturers

### Purpose of hui

To seek input and agreement from lecturers to categories used to identify the nature of field-based classroom interactions. Research themes from preliminary data analysis presented for discussion. Tutors advised that their input would also contribute to data analysis.

### General discussion

- Keeping current can be a challenge for lecturers and is important given students ongoing engagement in practice/centres.
- Students are quick to understand concepts because of the prior knowledge they bring to the classroom – the area of observations aptly illustrates this. Students share their experience and it benefits everyone.
- There are issues associated with practicum and the dissonance sometimes between 'best' practice and the reality of what is happening in a centre the issues identified are related to. Students are not necessarily in a powerful position in the relationship to negotiate a position/ change.
- Students navigate 'best' practice issue as students and employees – when graduate enter the sector having engaged with everyday issues.
- Agree that assessment can be used to motivate students. Can also be limiting as can inhibit students from engaging with 'learning for the sake of learning'. It is sometimes difficult to teach beyond the assessment.

### Themes

#### 1. Tutors and students using humour

- Agreed that humour is important to help people to 'open up'/ share information about themselves.
- Linked to second theme of tutors sharing own/ personal experience.
- Humour can be used to reduce the power differential leading to flattened hierarchical structures in the classroom. Noted though that through assessment tutors retain the more powerful position.

#### 2. Other themes – general comment

Tutor drawing on/responding to students' experiences

Students responding to tutors experience

Students sharing work/centre experiences

Drawing on/ sharing own cultural experience

Tutors drawing on contemporary shared experience

- Every student is a resource to help the tutor – students are also tutors. This can be especially useful where students have recently participated in professional development. Tutors need to be able to share 'power'/ co-construct with students and identify moments to hand over to students/ know when to draw it back.
- Lecturers create opportunities and specify requirements.
- Tutors need to have skills to draw knowledge out of students. When done skilfully it creates a culture for opening up – this takes time and requires tutors to build a classroom culture where students want to participate/ contribute.

- Flexibility is important – Tutors need to be flexible enough to capitalise on student contributions/ recognise moments where it is important to follow the student lead and deviate from the lesson plan - ‘unreturnable’ moments.
- Co-teaching is important – planning and timing are important for this. Some modules are taught together e.g. Health, Wellbeing and Development and Māori Culture. Co-teaching across these topics allows partnership to be modelled.
- In teaching experience modules tutors work closely with students and through this gain understanding of students’ work contexts.
- ‘Community of learners’ concept connects whole cohort group – evident in management of session when whole intake was present. Small groups allow collegial debate and sharing among diverse students and lecturers.
- Discussed the notion of aspiration in relation to teaching – tutors agreed that teaching is about the ideal and that it is up to students to realise the ideal.

#### **Outcome**

- Lecturers agreed to the themes presented.
- Lecturers endorsed the research process and findings to date.

Liz Everiss

Diane Mara

## Appendix 3. Data themes (1)

Table A3.1: Data themes/analysis frequency of incidents/examples

THEMES	MB	LE	DM	TOTAL
Using humour	21	8	2	31
Tutor sharing own/personal experience	12	3	12	27
Tutor drawing on/responding to students' experience	16	8	4	28
Student responding to tutor's experience	3	1	2	6
Student sharing centre/work experience with student/s	23	8	11	42
Drawing/sharing own cultural experience	8	0	5	13
Tutor drawing on contemporary shared experience	6	2	4	12
Tutor sharing aspirations/inspiring students	0	2	6	8
Students sharing aspirations	0	0	1	1

UNIT: Key organising theme is "experience" with n128 incidents from a total of n168 incidents.

## STEP 2: TLRI DATA ANALYSIS SUB-CATEGORIES

### USING HUMOUR (n3)

#### Tutors (n2)

- Tutors using humour to build rapport/communicate/teach (n13)
- Tutor using humour to diffuse or redirect (n5)

#### Students (n2)

- Student using humour to build rapport/teach (n8)
- Students using humour to build rapport or cover embarrassment (n2)

#### Tutors and Students (n1)

- Humour arising as part of relaxed and happy interactions between tutor and students (n6)

### TUTOR SHARING/OWN PERSONAL EXPERIENCE (n4)

- Tutor sharing professional experiences and perspectives (n17)
- Tutor sharing own professional experience of culture (n8)
- Tutor sharing personal experience of culture (n5)
- Tutor relating/drawing own learning/teaching experiences (n4)

### TUTOR DRAWING ON/RESPONDING TO STUDENTS' EXPERIENCES (n6)

- Tutor making links with students' experiences and context (n21)
- Tutor facilitating/provoking/supporting students to draw on/learn from their own experiences (n18)
- Students sharing and drawing on professional experiences and knowledge (n13)
- Tutor providing information (n4)
- Tutor clarifying professional role and knowledge (n3)
- Students sharing cultural experience (n2)

### STUDENTS RESPONDING TO TUTORS' EXPERIENCE/KNOWLEDGE (n1)

- Tutor sharing cultural knowledge and inviting response (n4)

### STUDENTS SHARING EXPERIENCES WITH STUDENTS (n4)

- Student sharing professional experience/s (n8)
- Student sharing work experience with other students (n7)
- Student interaction apart from or in spite of tutor input (n3)
- Tutor inspiring motivating students (n1)

### TUTOR AND STUDENT DRAWING/SHARING OWN CULTURAL EXPERIENCE (n1)

- Tutor and student drawing/sharing own cultural experience (n25)

### TUTOR SHARING ASPIRATIONS/INSPIRING STUDENTS (n2)

- Tutor sharing aspirations/inspiring students (n5)
- Tutors motivating students (n2)

## Appendix 4. Data themes (2)

Table A4.1: Original and current categories/themes emerging from data

ORIGINAL	CURRENT
<b>STUDENTS' EXPERIENCE</b>	<b>STUDENTS' EXPERIENCE</b>
Students sharing experiences with students (n23)	<b>Students Share Their Experiences With Each Other</b>
Student interaction apart from or in spite of tutor input (n3)	Experiences of implementing regulations and policies
Tutor making links with students' context (n21)	Wider experiences of teaching
Tutor facilitating/provoking/supporting students to draw on or learn from their own experiences (n24)	Reflect on and share their professional experiences
Students sharing and drawing on professional experiences and knowledge (n5)	Seek information about other students' teaching experiences
Tutor providing information for students (n4)	
Tutor clarifying and professional role and experience (n3)	
Students sharing cultural experience (n2)	
<b>TUTORS' EXPERIENCE</b>	<b>TUTORS' EXPERIENCE</b>
Sharing professional experiences and perspectives (n16)	<b>Tutors draw on their own experiences</b>
Sharing own professional experience of culture (n8)	Tutors share their personal and professional experiences
Sharing personal experience of culture (n5)	
Relating/drawing on their own experiences of learning (n4)	
<b>Students Responding to Tutors' Experience/ Knowledge</b>	Relate to students as teachers
Tutor sharing cultural knowledge inviting students' response (n5)	Reflect on/share professional perspectives and philosophies
<b>Tutor and Student Drawing/Sharing Own Cultural Experience</b>	
Tutor and student sharing/drawing on cultural experience (n24)	<b>Tutors Contextualise</b>
	Tutors make links with students' contexts
	Tutors facilitate students to draw on their teaching experiences through: Provocation, Reflection, Theorising Practice, Application
<b>Using Humour</b>	<b>Using Humour</b>
Tutors using humour to build rapport/communicate/teach (n12)	Tutors using humour to build rapport/communicate/teach (n12)
Tutor using humour to diffuse or redirect (n5)	Tutor using humour to diffuse or redirect (n5)
Student using humour to build rapport/teach (n8)	Student using humour to build rapport/teach (n8)
Humour arising as part of happy and relaxed interactions (n6)	Humour arising as part of happy and relaxed interactions (n6)



# Appendix 5. Information sheet and consent forms

## Information sheet for lecturers and students

### Information Sheet (Lecturers and Students)

The Open Polytechnic of New Zealand

Centre for Education Studies, 2009

Teacher Learning and Research Initiative (TLRI) Research Project

**Title: An Exploration of Field Based Early Childhood Teacher Education in Aotearoa/New Zealand**

Kia ora

We would like to invite you to participate in our study. This information sheet explains the aims, purpose and requirements of this project.

#### **Aim of Study**

The main aim of our research is to learn more about field based (or centre based) early childhood teacher education. A unique feature of this model of teacher education is that students spend a significant amount of their time in the early childhood centre. We will observe and collect data on teaching and learning interactions to assist us to understand what takes place in the classroom. This focus will allow us to explore students and lecturers 'doing field-based early childhood teacher education'.

#### **Research Focus**

Our research question is, "What is the nature and form of field-based early childhood initial teacher education?"

#### **Data Collection**

We will visit your classroom on three or four occasions and observe student and lecturers interacting. At times we may also record interactions using an audio-recorder then transcribe these audio-tapes; however, most of our data will be collected using pen and paper notes. We will be in your classroom for a total of 10 hours over three or four separate visits and intend to carry out observations during May and June 2009. Although there are three researchers involved in our study one researcher will be assigned to collect data in your classroom.

#### **Validity**

You will be given the opportunity to provide feedback on our interpretations of what we have observed, and your feedback will be included in the data analysis, and final report.

#### **Ethics**

The identity of all students and lecturers will be anonymous as we will not identify individuals. The contributions of students to classroom sessions who do not wish to be part of the project will not be recorded. All data containing your contributions will be securely kept at the Open Polytechnic during the research project and only the researchers will have access to this data. When our study is completed key findings will be sent to research participants on request and may also be presented at conferences or in education journals.

#### **Research Team**

The members of the research team are Dr Margaret Brennan, Liz Everiss and Dr Diane Mara. All are experienced in field-based teacher education as teachers/lecturers, researchers, and also in academic leadership, and management roles.

## Consent

You do not have to participate in this study if you do not wish to. Participation is entirely voluntary. Only students and lecturers who sign consent forms will be participants. Even if you do agree to participate, you can change your mind and withdraw from the study up until the end of the data collection phase. Tape recorders will not be used if a student in the group has not consented. You may withdraw from the study at any time until the end of the data collection period, that is, 1 July 2009.

If you sign the consent form this means that you are agreeing to the following. Please indicate that you have read and agreed to each requirement through ticking the box alongside each phrase:

- You are happy for us to observe and record your interactions with students and lecturers in your classroom
- We are able to record and transcribe interactions using an audio tape recorder (lecturers or students may ask that the tape recorder be switched off at any time)
- You are happy for us to observe and record programme material that will help us to clarify and/or provide context to observational data
- Participant lecturers will have access to raw data (on request)
- Participant students will have access to data in summary form (on request)
- All participants (both students and lecturers) will have the opportunity to provide feedback on data interpretations and analyses
- You may request to receive a summary of the findings of the study when completed
- Agree to the publication of the findings of this study in academic or professional journals and/or presentations at academic or professional conferences with the understanding that any references that could identify students or lecturers will be altered or removed
- Understand that you may withdraw from the study at any time until the end of the data collection period, that is, **1 July, 2009**

Your questions are most welcome and please feel free to contact Margaret Brennan, Liz Everiss or Diane Mara at any time.

Phone contacts and email:

Margaret Brennan [margaret.brennan@openpolytechnic.ac.nz](mailto:margaret.brennan@openpolytechnic.ac.nz)

Liz Everiss [liz.everiss@openpolytechnic.ac.nz](mailto:liz.everiss@openpolytechnic.ac.nz)

Diane Mara [dmara@eit.ac.nz](mailto:dmara@eit.ac.nz)

If you agree to participate in this research, you will need to complete the Consent Form attached and return it in the postage paid envelope to....

## Consent form lecturers

### CONSENT FORM FOR LECTURERS

I have read and understood the Information Sheet detailing the purpose, aims and requirements of this study. I agree to being involved in this early childhood research project according to the requirements outlined in the Information Sheet.

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

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

DATE: \_\_\_\_\_

NOTE: Please keep one copy of the Information Sheet for your records and return one copy with the signed and dated Consent Form.

## Consent form students

### CONSENT FORM FOR STUDENTS

I have read and understood the Information Sheet detailing the purpose, aims and requirements of this study. I agree to being involved in this early childhood research project according to the requirements outlined in the Information Sheet.

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

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

DATE: \_\_\_\_\_

NOTE: Please keep one copy of the Information Sheet for your records and return one copy with the signed and dated Consent Form.