**Researching While Teaching (RWT) Planning Template – Sharron Jones**

**1. SELECTING AN ASPECT OF YOUR TEACHING TO FOCUS ON**

[You need to select an aspect of your teaching and consider how this could be adapted through enacting specific pedagogical approaches, such as ‘transition pedagogy’; ‘critical pedagogy’; enabling pedagogy; culturally responsive pedagogy]

**The Regional Student Experience – Professional Experience 4 - SP5, 2022**

There are two aspects I’d like to focus on that are located firmly under the heading of the Regional Student Experience: the first is Motta and Bennett’s (2018) description of pedagogies of care as: recognition, dialogic relationality, and affective and embodied praxis (p, 632); and the second is what Green, Eady and Tindall-Ford (2020) describe [as] school-university partnerships … operating in the ‘third space’ where the domains of school and university intersect; they are intentional, deliberate, collaborative, and non-hierarchical in nature (p, 13).

Locating the Regional Student Experience within the ‘third space’ of school-university partnerships will support, facilitate, enable and promote care-ful pedagogic relationships with students as individuals, learners and pre-service teachers; and build the professional and collegial connections with and benefits for supervising teachers, school sites and this regional university tutor/professional experience supervisor.

The diagram below, generated during a consultation with UniSA Academic Developer Dr Corinne Green, demonstrates how opening up the ‘third space’ to enable what Walker and Gleaves (2016) describe as “the active fostering of and maintenance of pedagogic relationships above all else” (p, 1), will not only enhance and strengthen school-university partnerships, it will enable and bring to the forefront pedagogic relationships that will significantly improve the regional student experience for final year pre-service teachers’ learning, and ultimately Graduate Teacher Performance Assessment [GTPA] outcomes.



Dr Corinne Green Academic Developer Consultation – zoom whiteboard 19/05/22

Diagram 1.

**Research While Teaching**

What really keeps me awake at night is thinking about the pressures and demands placed on our final year pre-service teachers as students and individuals with lives and commitments outside of university; and how, to a large degree, the success of their final placement hinges on the quality of the pedagogic relationships between the pre-service teachers and supervising teachers, school sites, and the connections with the university tutors and supervisors.

Two events from SP2, 2021 are the drivers for this: I began with UniSA at the Whyalla Campus in April 2021, 4 weeks into SP2; and while I am and was then, a highly experienced and capable educator [teacher and leader in schools in regional areas] who values relationships with students above all else, I was operating in a context I was unfamiliar with [tertiary] using systems I was new to [Learnonline & InPlace] and students I had only just begun to develop relationships with, and some I had not even met.

This 2021 primary program [MHPE] cohort, a group of six third-year students who had been together as a group since their first year had strong connections with each other as learners and people, wide and varied lives and interests outside of university, and were committed to and engaged in their learning. Of this cohort, one had a disastrous and incomplete placement that significantly impacted on them personally and academically; and the remaining five, had successful third year placements. All six students and placement site were regionally located.

The three early childhood education [MHEC] students, also in their third year, had pre-service placements in Whyalla and did not receive face-to-face supervision [from me] receiving instead, phone support from a casual placement supervisor based in Gawler. At the time, I did not know these students who were accessing their Professional Experience 3 course online as part of the Mount Gambier cohort because three students in Whyalla was not large enough to warrant a face-to-face class. This didn’t even register with me at the time as I didn’t yet understand the internal/external cohort and I did not teach these students in any other classes, so they slipped under my radar. Despite this, these students successfully completed their placements, although not without challenges.

All nine students from the 2021 cohort, six primary and three early childhood, were located across the Whyalla, Eyre Peninsula and Port Lincoln regions and enrolled in courses Professional Experience courses both internally and externally. More than a year on and neither of these events sit any easier with me. Going back 20+ years Rob Hattam suggested that I not ‘turn the blowtorch’ on myself as an early career teacher living and working in school communities with high enrolments of Aboriginal children; and I have heeded his advice since.

What has led me to this point, and continues to drive me every day is best described by Walker and Gleaves (2016) as relationships “comprise[ing of] two main pedagogic elements – the active fostering of and maintenance of pedagogic relationships above all else, and within these, the privileging of trust, acceptance, diligence and individual attentiveness … “ (p, 1). This is where I live and work.

**2. WORKING ON A REDESIGN THAT TAKES UP THE PEDAGOGICAL CHALLENGE**

Key idea. [State the pedagogical challenge that you are working with in your teaching and have a go at stating an idea that has the potential to improve things.]

**Pedagogic Relationships and School-University Partnerships**

In SP5, 2022 I am again working with this cohort of primary and early childhood education students [less the one with the disastrous placement who is taking a break from university this year]; eight internally enrolled, fourth year students in total. The students and I began our [final] learning journey mid-January this year with an ‘intensive’ in SP1 for Honours A: Introduction to Research in Education, then straight into SP2 for Honours B: Research Methodology, Methods and Ethics, and then with barely a break to catch our breath we are embarking on lead-in days and a July 4th start for SP5, EDUC 4245 Professional Experience 4 (Honours): Inquiry into Practice - for which I will be both their tutor and university supervisor.

I know these students and they know me; as individuals, as learners, as a regional cohort, pre-service and beginning teachers, and we have been working on and learning from our collective pedagogic relationships since day one of SP1, 2022; sharing the joys and challenges of the learning journey every step of the way. As we approach SP5, and the final course in their degree, we are about to locate these strong, reciprocated, pedagogic relationships within the third space of school-university partnerships across the regions – from Kadina in the mid-north all the way around to Port Lincoln on the tip of the Eyre Peninsula – and multiple regional locations in between.

How does this translate into my teaching [State how this idea can be translated pedagogy]

Drawing on Motta and Bennett’s (2018) work, our pedagogy will be informed by “care-full epistemological practice” where the students and I are co-located in the experience of both the learning and teaching of Professional Experience 4 course materials, as provided by course coordinators, and as participant-observers in the Research While Teaching process. We are ‘going native’ (Pollard, 1985) where we will maintain both roles of researcher and participant. The term ‘going native’ jars loudly in 2022; when I first came across it in 1999 in a reading Rob Hattam gave me when he was one of my Master of Teaching supervisors at Flinders University, it described perfectly how I felt then [and do now] about the “very close and emphatic identification with the subjects of the research” (Pollard, 1985, p, 219).

We, the students and I, think this translates into our shared learning and teaching as we navigate our way through an intense and challenging four weeks of course content, interspersed by five lead-in days in school sites across the regions, followed by the seven weeks of pre-service professional placement that comprises EDUC 4245 Professional Experience 4 (Honours): Inquiry into Practice, 40 days of placement, and meets the rigours of the GTPA’s five assessment criterion; planning, teaching, assessing, reflecting and appraising.

What’s the learning task(s) [How does this translate into setting your students challenging relevant

learning tasks?]

Our plan is to ultilise the structure of EDUC 4245’s four workshops [content] and school lead-in days [context] to scaffold and build our understanding and application of the GTPA requirements in practice; throughout each workshop we will align our content and context learning and prepare a summary to share with our supervising teachers and sites, along with students/site specific key questions to ask and information to source at the next lead-in day [sequence in table below].

Our hopeful idea is that this process of dialogic praxis (Freire, 1999, p, 68) will create what Motta and Bennett (2018) describe as pedagogies of care; enable and enact Walker and Gleaves’ (2016) “active fostering of and maintenance of pedagogic relationships above all else” (p, 1); and locate the pre-service and supervising teachers, and the university tutor/supervisor in the ‘third space’ where as Green, Eady and Tindall-Ford (2020) describe the “domains of school and university intersect” (p, 13).

**SEQUENCE: EDUC 4245 Professional Experience 4 (Honours): Inquiry into Practice plus lead-in days**

Prior to their block placement, students are asked to negotiate 5 lead-in days with their supervising teacher; ideally, these should be in the following configuration and will be interspersed with on campus classes that align with the Graduate Teacher Performance Assessment [GTPA] criteria;

•             **1 lead in day** during Week 9, Term 2

 *Practice 1: Planning using data @ Whyalla Campus on* ***Monday 4th July*** *- 9:00am to 3:00pm*

 •             **2 lead in days** during Week 10, Term 2

 *Practice 2: Teaching and Learning @ Whyalla Campus on* ***Monday 11th July*** *- 9:00am to 3:00pm*

*Practice 3: Assessing, feedback and professional judgment @ Whyalla Campus on* ***Monday 18th July*** *- 9:00am to 3:00pm*

 •             and **2 lead in days** during Week 1 of Term 3

 *Practice 4: Reflecting on teaching as planned and enacted, and*

*Practice 5: Appraising impact of teaching @ Whyalla Campus on* ***Monday 25th July*** *- 9:00am to 3:00pm*

**Week 2, Term 3** will be a **planning week** for pre-service teachers to prepare for their block placement commencing in **Week 3, Term 3** from **08/08/2022 to 23/09/2022**, concluding end Week 9, Term 3.

How will students demonstrate their learning? (Multimodal literacy?)

At the end of each on campus course day [4th, 11th, 18th and 25th July the students will prepare;

* a collective summary of the day’s learning as it aligns to the GTPA criteria [to be shared with all supervising teachers]
* a key question or two for their next site/school visit [contextualised for each individual supervising teacher/site]
* and, identify one or two points of follow up action from the day’s learning [individual goals]

Throughout the duration of the course and placement block we will each keep a journal [text and/or image] to document our experiences.

**3. ACTION RESEARCH**

What aspect of your pedagogy are you focusing on? [Action research is by definition focused on]

Utlising pedagogies of care (Motta and Bennett, 2018) within the third space where the domains of [regional] school[s] and university intersect (Green, Eady and Tindall-Ford, 2020) we will foster pedagogic relationships (Walker and Gleaves, 2016) between the pre-service teacher, supervising teacher, and university tutor/supervisor that are intentional, deliberate and collaborative (Green, Eady and Tindall-Ford, 2020), so we can [hopeful idea] provide a more care-ful experience that will enhance and improve both the personal and academic outcomes of the final placement experience of regional students.

OR WRITTEN THIS WAY – WHICH ONE SOUNS BEST?

We will inhabit and expand the third space where the domains of [regional] school[s] and university intersect (Green, Eady and Tindall-Ford, 2020), by utlising pedagogies of care (Motta and Bennett, 2018), to foster pedagogic relationships (Walker and Gleaves, 2016) between the pre-service teacher, supervising teacher, and university tutor/supervisor that are intentional, deliberate and collaborative (Green, Eady and Tindall-Ford, 2020), so we can provide a more care-ful experience that will enhance and improve both the personal and academic outcomes of the final placement experience of regional students.

What is your research question? [Does this question lead to an inquiry? Is it explicitly linked to

improving practice? Does it lead to a richer description of what’s going on? Or does it focus on what makes

a difference?]

Our hopeful idea is …

How might pedagogies of care (Motta and Bennett, 2018) within the ‘third space’ (Green, Eady and Tindall-Ford, 2020) inform the process of dialogic praxis (Freire, 1999, p, 68) between pre-service and supervising teachers and the university tutor/supervisor to provide a more care-ful experience that will enhance and improve both the personal and academic outcomes of the final placement experience of regional students?

What data will you be collecting?

1. recording your reflections for the period that you are researching

Throughout the four weeks of course content and then placement block we will each keep a journal [text and/or image] to document our experiences; and, at key points the students will be surveyed [as outlined below].

b. recording significant teaching moments [video, audio, observer, photograph]

PRIOR TO PLACEMENT BLOCK

At the first and fourth on-campus workshops prior to the block placement, students will be asked, ‘How are you feeling in yourself [personal], and how are you thinking about the course [content] in the lead up to your final placement?’

To build the dialogic praxis between pre-service and supervising teachers, in preparation for the placement block, at the end of each on campus course day [4th, 11th, 18th and 25th July] the students and university tutor will prepare;

* a collective summary of the day’s learning as it aligns to the GTPA criteria [to be shared with all supervising teachers]
* a key question or two for their next site/school visit [contextualised for each individual supervising teacher/site]
* and, identify one or two points of follow up action from the day’s learning [personal goal]

Our hopeful idea about these summaries is that by explicitly connecting supervising teachers with the course content, and sending GTPA and Placement Information Booklets - as is the usual practice, supervising teachers’ knowledge and understanding of what is expected of pre-service teachers on placement is enhanced and contextualised and thereby promoting the dialogic praxis.

c. collecting data on student understandings of what is happening [student journals, interviews, focus groups, class meetings, surveys]

DURING PLACEMENT BLOCK

At each formal [zoom and/or face-to-face] meeting with the university supervisor the students will be asked;

* How are you feeling in yourself [personal] about placement?
* To describe how the relationship with their supervising teacher is progressing and the impact of that on their placement.
* What have been the highlights and challenges of your teaching on placement [so far]?
* To summarise the type and focus of the supervising teacher’s feedback and the impact of that on their developmental teaching and classroom practice.

d. evidence of student learning [attendance data, student work, test results]

Successful completion of the pre-placement assessment tasks; a fully formed unit plan that will be taught as a requirement of the GTPA, one detailed lesson plan, and a unit overview for a second teaching sequence is required for students to progress from coursework to their block placement. Tutor feedback is provided on each of these assessment tasks.

e. assessment plans, assignments, learning contracts, rubrics

2022 is the first time the GTPA has been used for Professional Experience 4 so it cannot be compared to previous assessment requirements [e-Portfolio and Inquiry Project] for this course; similarly, the pre-placement assessment tasks, a fully formed unit plan that will be taught as a requirement of the GTPA, one detailed lesson plan, and a unit overview for a second teaching sequence has been introduced. The pass rate for both these assessments will provide a baseline to inform future assessment in this course.

**References**

Green, C.A., Eady, M.J., Tindall-Ford, S.K. (2020). “I Think That’s My Job”: What Motivates Teachers to Partner with Teacher Educators in ITE?. In: Fox, J., Alexander, C., Aspland, T. (eds) Teacher Education in Globalised Times. Springer, Singapore. <https://doi.org/10.1007/978-981-15-4124-7_13>

Freire, P. (1999) Pedagogy of the Oppressed, New Revised 20th Edition. The Continuum Publishing Company, NY.

Graduate Teacher Performance Assessment, Preservice Teacher Booklet 2022. Institute for Learning Sciences & Teacher Education, Australian Catholic University.

Motta, S. C., & Bennett, A. (2018). Pedagogies of care, care-full epistemological practice and ‘other’ caring subjectivities in enabling education. Teaching in Higher Education, 23(5), 631-646.

Pollard, A. (1985). “Opportunities and Difficulties of a Teacher-Ethnographer: A Personal Account. In: Burgess R, G. (ed) Field Methods in the Study of Education. The Falmer Press. London and Philadelphia.

Walker, C., & Gleaves, A. (2016). Constructing the caring higher education teacher: A theoretical framework. Teaching and teacher education, 54, 65-76.