



**NEW ZEALAND ASSOCIATION
FOR RESEARCH EDUCATION
CONFERENCE 2018**



**AUT SOUTH CAMPUS
26 – 28 NOVEMBER 2018**



TE HUNGA RANGAHAU MĀTAURANGA O AOTEAROA
NEW ZEALAND ASSOCIATION FOR RESEARCH IN EDUCATION



Session 2 2:45 – 4:15	MH104	Panel 121 Lynette Tana Cheryl Stephens Shane Solomon Ihipera Heke- Sweet Ake, Ake, Ake	Pres 92/1 Anna Strycharz- Banaš Carmen Dalli The place of conflict on the trajectory of belonging: A case study	Pres 29 Tracey Hooker Simon Archard Shilo Bluet- Hayes Field-based initial teacher education in Aotearoa New Zealand: Opportunities, tensions and uncertainties	Pres 107 Stephen May Superdiversity, language, and education in Aotearoa New Zealand: Exploring the bicultural/ multicultural nexus	Panel 124 Robyn Caygill Megan Chamberline Alexandra Cliffe Rosanne Mulder Towards an education system that delivers equitable and excellent outcomes	Pres 132 Sissel Sollied The role of parents in cooperative relationships between parents and professionals	Pres 140 Judith Bennetts Not just a pile of facts: Use of NOS in science teaching	Pres 8 Kirsten Locke Multipolicy tertiary environments: On the possibilities of academic life in the ruins of the university
	MH108	Pres 60 Olivera Kamenarac The way forward – Strengthening the advocate- activist early childhood profession and teachers’ professional identities	Pres 58 Susie Kung Education in times of change: Adapting teacher education pedagogy in response to the changing digital tertiary environment	Pres 78 Heleen Visser Teaching and school practices survey tool: A national picture of teaching practices	Pres 159 Gerald Pfeifer Competencies for lifelong success and civic responsibility: Evidence briefs for policy in the Ministry of Education	Pres 166 Adrian Schoone Alternative education tutor pedagogy: poetic enchantment for the disenfranchised?	Pres 148 Simon Taylor Could knowledge building pedagogy be used to support science learning at Years’ 9 and 10?	Pres 150 Bernadette Farrell Skills, ethics and student engagement in tertiary education	
	MH105	Pres 98 Liang Li Gloria Quinones The culturally sensitive evaluation model: A holistic view of child development	Pres 64 Rachel Martin Chris Astall Te ao o Pakirehua – Challenging Perspectives of inquiry for primary initial teacher educators	Pres 107 Stephen May Superdiversity, language, and education in Aotearoa New Zealand: Exploring the bicultural/ multicultural nexus	Pres 159 Gerald Pfeifer Competencies for lifelong success and civic responsibility: Evidence briefs for policy in the Ministry of Education	Pres 132 Sissel Sollied The role of parents in cooperative relationships between parents and professionals	Pres 140 Judith Bennetts Not just a pile of facts: Use of NOS in science teaching	Pres 8 Kirsten Locke Multipolicy tertiary environments: On the possibilities of academic life in the ruins of the university	
	MH106	Pres 98 Liang Li Gloria Quinones The culturally sensitive evaluation model: A holistic view of child development	Pres 64 Rachel Martin Chris Astall Te ao o Pakirehua – Challenging Perspectives of inquiry for primary initial teacher educators	Pres 107 Stephen May Superdiversity, language, and education in Aotearoa New Zealand: Exploring the bicultural/ multicultural nexus	Pres 159 Gerald Pfeifer Competencies for lifelong success and civic responsibility: Evidence briefs for policy in the Ministry of Education	Pres 132 Sissel Sollied The role of parents in cooperative relationships between parents and professionals	Pres 140 Judith Bennetts Not just a pile of facts: Use of NOS in science teaching	Pres 8 Kirsten Locke Multipolicy tertiary environments: On the possibilities of academic life in the ruins of the university	
	MH107	Panel 124 Robyn Caygill Megan Chamberline Alexandra Cliffe Rosanne Mulder Towards an education system that delivers equitable and excellent outcomes	Pres 132 Sissel Sollied The role of parents in cooperative relationships between parents and professionals	Pres 140 Judith Bennetts Not just a pile of facts: Use of NOS in science teaching	Pres 8 Kirsten Locke Multipolicy tertiary environments: On the possibilities of academic life in the ruins of the university				
	MH207	Pres 132 Sissel Sollied The role of parents in cooperative relationships between parents and professionals	Pres 140 Judith Bennetts Not just a pile of facts: Use of NOS in science teaching	Pres 8 Kirsten Locke Multipolicy tertiary environments: On the possibilities of academic life in the ruins of the university					
	MH208	Pres 140 Judith Bennetts Not just a pile of facts: Use of NOS in science teaching	Pres 8 Kirsten Locke Multipolicy tertiary environments: On the possibilities of academic life in the ruins of the university						
	MH320	Pres 8 Kirsten Locke Multipolicy tertiary environments: On the possibilities of academic life in the ruins of the university							
	Pres 71 Carol Hamilton Developing inclusive practices – teaching normative standards as a precondition to citizenship	Pres 136 Evelyn Yeap Sacrifice: A complex soft skill acquired through an outdoor education camp for tertiary students							

29. Field-based initial teacher education in Aotearoa New Zealand: Opportunities, tensions and uncertainties.

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Field-based initial teacher education (FBITE) is one of the delivery models of an accredited qualification for early childhood education teachers that exists in Aotearoa New Zealand. Students undertaking FBITE are immersed in a vocation and as such become apprentices to their future careers as teachers during their three year full-time degree programme. Literature reports that this model is growing in popularity and provides significant opportunities for students who choose to undertake their initial teacher education qualification in this way. However, it is not without tensions and uncertainties for these student teachers. This study sought to understand the opportunities students were given while participating in FBITE and also any of the uncertainties faced by student teachers as they balance their academic and practice based responsibilities alongside memberships of their differing Communities of Practice. It also investigated factors that impact on student wellbeing as they negotiate the inherent tensions that inform and guide notions of best practice aspirations.

Using a socio-cultural contextual framework and a qualitative survey this study captures student teachers insights about their initial teacher education training in a time where uncertainty prevails in the early childhood education sector in Aotearoa New Zealand. The study found a mixture of optimism and security for some but apprehension and uncertainty for others as they negotiated their roles as student and employee/volunteer in their practice communities and academic institution. The study recommended that despite field-based programmes being well established there is merit and necessity in further understanding the positioning of student teachers in such a programme, in particular student teacher resilience. These findings are useful in the context of Initial Teacher Education providers as they review and redevelop current programmes to better meet the needs of the early childhood education sector and curriculum requirements.